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Produced at a program planning workshop for experienced adult basic education teachers, this work furnishes a teaching guide and inservice teacher training guidelines for use in the Texas Adult Education program. First, academic and other statewide program goals are enumerated. Next, concepts and objectives, subject content, student and teacher activities, textbooks, equipment and materials, and procedures are suggested for science and health instruction; increasing students' occupational and educational opportunities; teaching basic, intermediate, and upper level mathematics; adult citizenship and social skills; and development of skills in listening, speaking, reading, and writing. Last of all, student evaluation objectives, devices, and procedures are listed for each broad subject area and level of instruction. The document includes a model of an inservice orientation program involving lectures, small group discussions, and class visitations. (ly)

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ADULT BASIC EDUCATION  
TEACHERS GUIDE

Produced  
By

TEXAS  
ADULT BASIC EDUCATION  
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IN  
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1968

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## INTRODUCTION

This Production Workshop was designed to provide answers to some of the major problem areas indicated by individuals in the Adult Basic Education Program. After analyzing various approaches, experienced Adult Basic Education teachers were called upon to provide possible answers to the problems of Adult Basic Education in Texas.

Continued success of the Texas Adult Basic Education Program is directly related to the unselfish efforts of Adult Basic Education teachers in providing a Teachers guide, an Evaluation Instrument, and Inservice Guidelines for the program.

T. E. A. Staff

## INTRODUCTION

The University of Texas at Austin; Extension Teaching and Field Service Bureau, felt that teachers should be the persons responsible for suggesting program format for the statewide Adult Basic Education program. This past Production Workshop and the enclosed teacher guide, including ideas for evaluation and inservice, are the result of that concept.

The staff of the Bureau of Extension would like to extend its appreciation for your cooperation and effectiveness in developing this guide. Your hard and sincere work indicates the reasons for successful programs in the past and insures even greater success in the future.

From any standpoint, this guide cannot be expected to be complete. However, a reference point for the Adult Basic Education Program has now been developed and further followup will allow for a more complete and usable instrument.

E. T. F. S. B. Staff

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## STATEWIDE ADULT BASIC EDUCATION GOALS

1. To assist undereducated adults increase their knowledge of basic academic skills so they are able to,
  - Read, write, and speak the English language
  - Perform arithmetic computations related to their family finances and work
  - Practice the principles of good nutrition, good health and safety
  - Retain or obtain employment commensurate to their abilities or enter vocational training or retraining
2. To assist adults in recognizing their rights and responsibilities as citizens so they are able to take an active role in determining the course of political, social, and economic events.
3. To assist the adult in recognizing his personal strengths and weaknesses and their relationship to occupational, social, and family problems.
4. To assist the adult in recognizing the need for continuing informal and formal education.

## SCIENCE AND HEALTH OBJECTIVES

## OVERVIEW

To provide the student with the opportunity to learn the basic introduction of science and health applicable to his daily needs.

1. The student learns his structural and physical make-up in order to maintain good body development.
2. The student understands the interaction between plant and animal life and applies this knowledge to his daily life.
3. The student learns the importance and variety of natural resources and the dependence of man upon them in order to conserve man's heritage.
4. The student learns about weather and climate in order to make use of and protect himself from nature.
5. The student is able to practice the requirements of good health habits.
6. The student is able to locate and use the health services available in his community to satisfy the needs of his family.
7. The student must be taught to recognize and eliminate health hazards in his home.
8. The student is able to learn the requirements of the basic four food groups so as to maintain good nutrition.

## INTRODUCTION TO SCIENCE GUIDE

The adult science program is only as good as the individual teacher, who is responsible for carrying out the science program. No course of study can take the place of an alert and skillful teacher. However in order to offer the best to our Adult Basic Education students every effort should be made to conform to their needs.

This guide was created to stimulate the teacher to do the best job of which he or she is capable and to offer him these ideas. It's another step forward in the teacher's task to develop the potentiality of active thinking men and women.

## SCIENCE

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
Understand weather and climate	<ol style="list-style-type: none"> <li>1. Weather           <ol style="list-style-type: none"> <li>a. Weather changes</li> <li>b. Environmental influences</li> <li>c. Hazards</li> <li>d. Forecasting</li> <li>e. Climatical influences in relation to agriculture</li> <li>f. Precipitation</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Each student will keep a daily weather chart.</li> <li>2. Collect weather maps from paper.</li> <li>3. Weather observation</li> <li>4. Observation of cloud formation</li> </ol>	Radio, television, newspaper, weather master
Students will be able to tell which solvents to use for removing stains from clothing	<ol style="list-style-type: none"> <li>1. Solvents</li> <li>2. Solutes</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students bring different kinds of fabrics and find out what happens when dipped into different solvents</li> </ol>	<ol style="list-style-type: none"> <li>1. Solvents (should never be used on synthetic fibers)           <ul style="list-style-type: none"> <li>Acetone</li> <li>Carbontetrochloride</li> <li>Gasoline</li> <li>Turpentine</li> <li>Venigar</li> </ul> </li> <li>2. Fabrics           <ul style="list-style-type: none"> <li>nylons</li> <li>wool</li> <li>cotton</li> <li>rayon, etc.</li> </ul> </li> </ol>

I. WEATHER

Questions

Supply the missing words.

1. Solar heat comes only from the \_\_\_\_\_. (sun)
2. The main cause of air movement is \_\_\_\_\_. .
3. The altimeter is a barometer used to determine \_\_\_\_\_. .
4. Temperature is measured with a \_\_\_\_\_.  
(thermometer)
5. List the names of three kinds of storms.

## II. SOLVENTS AND SOLUTES

### Questions

1. What is considered our universal solvent? (water)
2. When a substance dissolves in another, it is called a \_\_\_\_\_ (solute)
3. The substance in which a solute dissolves is called a \_\_\_\_\_ (solvent)
4. Name two types of synthetic materials.
5. Name two household cleaning compounds.

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
The students will be able to understand soil analysis		<ol style="list-style-type: none"><li>1. Plant seeds in different samples of soil</li><li>2. Have country agriculture agent come in and lecture to class</li><li>3. Send samples of soil to Texas A &amp; M</li></ol>	Resource people, Samples of soil, Seeds, etc.
To study the purification of water	Purification of water Distillation Chlorination Filtration Boiling	<ol style="list-style-type: none"><li>1. Fieldtrip to water plant</li></ol>	Sand, gravel, clay, and other kinds of soil, glass with hole on the bottom

### III. TYPES OF SOIL

#### Questions

1. Define the three mixtures of soil.
2. Name the two layers of soil.
3. Name two sources of soil.
4. Name three ways that soil is transported.
5. What does the following soil contain?
  - a. Sandy soil
  - b. Clay soil
  - c. Loam soil

## SCIENCE

S.H. 8

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
To be able to determine the hardness and softness of water	Hard and soft water	<ol style="list-style-type: none"> <li>1. Add detergent to tap water and to distilled water. Shake.</li> <li>2. Allow samples of tap water to evaporate. Observe residue.</li> </ol>	Tap water, distilled water, detergents
The student will be able to understand the atmosphere and its role in earth science. To teach pupils what pressure is. To teach ways of preventing air pollution.	Composition Air pollution Air pressure	<ol style="list-style-type: none"> <li>1. Make charts and circle graphs showing the compositions of the air by percentage.</li> <li>2. Show that air takes up space and has weight.             <ol style="list-style-type: none"> <li>a. inflate balloon</li> </ol> </li> <li>3. Make a diagram of the structure of the earth's atmosphere and discuss.</li> <li>4. Make visual observation of air pollution.</li> <li>5. Reading of gauge             <ol style="list-style-type: none"> <li>a. Barometer</li> <li>b. Tire gauge (Explain meaning)</li> </ol> </li> </ol>	Air Barometer Tire gauge Weather-master

#### IV. COMPOSITION OF WATER

##### Questions

Fill in the blanks with the missing words.

1. \_\_\_\_\_ and \_\_\_\_\_ are the two elements that make up water.
2. The gaseous state of water at 100 degrees C. is called \_\_\_\_\_.
3. Hard water does not \_\_\_\_\_ easily.
4. Ocean water contains a large amount of \_\_\_\_\_.
5. Some minerals that cause water to be considered as being hard are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## V. ATMOSPHERE

### Questions

1. What three gases are contained in the atmosphere?
2. What controls the earth's atmosphere?
3. Name five types of clouds and tell what atmosphere conditions they indicate?
4. What is being done in cities today about air pollution?
5. Explain the physical makeup of the atmosphere.

## SCIENCE

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
To study water pollution in order to prevent disease and preserve wild life.	Water pollution	1. Add foreign materials to water 2. Show filmstrips on water pollution and other subject matter	Films and filmstrips Ink Sand
To show that everything is made up of matter.			
To teach the sun as the greatest source of energy.			

## VI. SCIENCE IN EVERYDAY LIFE

### Questions

Write the missing words.

1. The parts of the water cycle are \_\_\_\_\_, \_\_\_\_\_
2. When water freezes, it \_\_\_\_\_.
3. Water exists in three forms. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
4. The \_\_\_\_\_ is our greatest source of energy.
5. The three states of matter are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## SCIENCE

CONCEPTS &  
OBJECTIVES

VII.  
To teach the conservation and appreciation for natural resources

1. The earth, its size and shape
  - a. The earth's crust and its interior

## SUBJECT MATTER

Earth formation  
Rocks and minerals  
Oil and gas  
Timber  
Water  
The origin of minerals

ACTIVITIES  
STUDENT &  
TEACHER

1. Show collection of rocks and minerals
2. Show pictures of pre-historic animals
3. Show films and film-strips
4. Observe transparencies
5. Show pictures of different trees
6. Bring in carpenter to talk

PROCEDURES  
&  
MATERIALS

Filmstrip:  
"The Earth Is Born"  
Flat pictures  
Resource people

## VII. NATURAL RESOURCES

### Questions

1. Why should we conserve our natural resources?
2. How is water used to make electricity?
3. What kind of tree furnishes most of the lumber in your area?
4. How was oil formed?
5. Name three uses of oil?

CONCEPTS &  
OBJECTIVES

## SUBJECT MATTER

ACTIVITIES  
STUDENT &  
TEACHERPROCEDURES  
&  
MATERIALS

## VIII.

To develop a basic introduction of electricity and magnetisms

Students will understand the uses of connections (parallels and series)

To show in which direction the current flows

To teach the major parts of the motor

1. What is electricity?
- Terminology
- Circuits
- Parallel
- Connections
- Amphere
- Volts
- Resistance (Ohms)
- Positive and negative
- Motors and Generators
- Conductors, Nonconductors, and Insolators

1. Maintains vocabulary vocabulary notebook
2. Help students make parallel and series circuits
3. Have demonstration of parallel and series circuits. (Christmas lights)
4. Connect storage cells for each connection Dry cells, copper wire, Volt meters
5. The use of Compass the compass
6. Explain the uses of the major parts of a motor. Show transparencies.
7. Test for the conductivity of material with volt meter Overhead projector, transparencies, films, and filmstrips

VIII. ELECTRICITY & MAGNETISM

Questions

1. What are the causes and effects of magnetism?
2. Name two uses of current electricity.
3. How is electricity used in communications?
4. Name six electrical appliances.
5. Name two kinds of electricity.

## IX. SIMPLE MACHINES

## Questions

1. Name six simple machines.
2. What is the physical advantage of using a pulley?
3. A simple machine consisting of a rigid bar free to turn or pivot on a central point or fulcrum is a \_\_\_\_\_\_. (lever)
4. What is a pulley machine?
5. What is a wedge machine?

## SCIENCE

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
<b>IX.</b> To teach the basic principles of the six simple machines as related to everyday activities	Simple machines 1. Lever 2. Inclined plane 3. Pulley 4. Wheel and axle 5. Wedge 6. Screw	Demonstrate advantage gained by using certain machines	Vocabulary Lever Inclined plane Pulley Wheel Axe Wedge Screw Films and filmstrips
<b>X.</b> To show the needs of human body for maximum growth.	Basic Structure 1. Nervous system 2. Circulatory system 3. Digestive system 4. Respiratory system 5. Body framework	1. Show transparencies of the human body 2. Teach students the organs that function in each system. 3. Collect newspaper clippings of medical, science achievements	1. Transparencies on the human skeleton 2. Plastic put-together skeleton 3. Newspapers 4. Magazines

## LESSON PLAN IN SCIENCE

## Objective

## I. Major Systems of the Body

1. Circulatory system
2. Digestive system
3. Respiratory system
4. Nervous system

1. The circulatory system is the blood's transportation system. Plasma makes up the largest portion of the blood.

## Vocabulary

- a. platelets
- b. hemoglobin
- c. corpuscles
- d. plasm
- e. capillaries
- f. artery
- g. veins

2. The digestive system is the process of changing food into usable energy. Digestion begins as food enters the mouth. From the mouth, food passes through the esophagus into the stomach onto the small intestine and large intestine and finally excreted from the body.

## Vocabulary

- a. duodenum
- b. enzymes
- c. alimentary canal
- d. esophagus
- e. salivary
- f. saliva
- g. gastric
- h. trachea

3. The respiratory system consists of the lungs and tubes that connect it with outside air, etc.

## Vocabulary

- a. mucus
- b. trachea
- c. exhale
- d. diaphragm
- e. bronchial
- f. larynx
- g. cilia
- h. inhale
- i. lungs

4. The nervous system supplies the human body with its communications; sight, touch, balance, and control.
  - a. The eye is the most often used in the nervous system.
  - b. Explain the diseases of the eye.
  - c. Explain how messages are transferred to the brain from the eye. (Sight is the most important of your five senses.)
  - d. The ear carries vibration to the brain.
  - e. Explain the physical makeup of the ear. Show diagram.

**Vocabulary**

- a. Equilibrium
- b. vibration
- c. cochlea
- d. fibrous
- e. eustacian
- f. auricle
- g. pupil
- h. cornea
- i. astigmatism
- j. brain
- k. retina
- l. lens
- m. spinal cord
- n. sensory

**TEST:**

70% of the class will be able to answer at least two of the four questions.

1. Explain the function of the following:
  - a. Respiratory system
  - b. Circulatory system
  - c. Digestive system
  - d. Nervous system

## HEALTH

A basic introduction to health applicable to the daily needs of the adult is essential to Adult Basic Education. The purpose of this health guide is to aid the teacher in providing the student with the opportunity to learn these principles. The teacher may feel free to apply these minimums to any of the levels. Instruction may be expanded both in depth and scope according to the needs and desires of the particular class. Example activities have been suggested to enrich the subject matter. Tools and materials listed may be supplemented. Evaluation by teachers using this guide will be greatly appreciated.

HEALTH CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	MATERIALS
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## OVERVIEW

The student is able to practice the requirements of good health habits.

I. The student is able to practice the requirements of good health habits.	A. Cleanliness	Discuss illustrated publications pictures of well-groomed and not well-groomed people	Opaque projector Overhead Flash cards Projector Films
	1. Hair 2. Nails 3. Proper bath 4. Halitosis		
	B. Clothing	Bring soap boxes to class and read and compare instructions. Test power of detergent by putting one tea-spoon of soap in a pint container half-filled with water, a small piece of cloth or colored material to test color, shrinkage, and cleanliness.	Filmstrips Flannel Board Tape recorder Radio Television Chalk Board Charts Lectures From community resources Bulletin board
	1. Washing 2. Ironing 3. Proper clothing		
	C. Environmental	Sponsor a beautification project and engage a community agency willing to evaluate the results.	Textbooks
	1. House 2. Yard 3. Disposal of garbage 4. Pest control	Study local pests.	

HEALTH CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	MATERIALS
		Through magnifying glass and create class discussion on the harmful aspects	
		Field trips for day classes through city sanitation and water plants	
II. The student is able to learn the requirements of the Basic Four foods groups so as to maintain good nutrition.	A. Balanced diet <ul style="list-style-type: none"> <li>1. milk</li> <li>2. meat</li> <li>3. vegetables and fruits</li> <li>4. bread and cereal groups</li> </ul> B. Proper food preparation <ul style="list-style-type: none"> <li>1. meat properly cooked</li> <li>2. vegetables and proper timing</li> <li>3. food preparation               <ul style="list-style-type: none"> <li>a. canning</li> <li>b. freezing</li> </ul> </li> <li>4. recognition of spoiled food</li> </ul>	Arrange a display of four basic foods on bulletin board. Let student place picture under correct group. Discussion of nutrients <ul style="list-style-type: none"> <li>1. proteins</li> <li>2. carbohydrates</li> <li>3. fats</li> <li>4. minerals</li> <li>5. vitamins</li> </ul> Teacher will illustrate with filmstrip or transparencies the proper cooking and timing of meats and vegetables.	

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
	C. Supplementary vitamins and minerals	Class discussion about the supplementary vitamins are needed including the work of vitamins and minerals.	
	D. Food for special diets <ul style="list-style-type: none"> <li>1. convalescent people</li> <li>2. children</li> <li>3. elderly people</li> <li>4. dietary deficiency</li> </ul>	Use government pamphlets for illustration and discussion	
III. At least 70% of the students will answer correctly seven out of ten questions about structure and care of the eye	A. Structure <ul style="list-style-type: none"> <li>1. lens</li> <li>2. pupil</li> <li>3. retina</li> <li>4. optic nerve</li> <li>5. choroid</li> <li>6. iris</li> </ul> B. Prescription lens only           C. Regular check-ups           D. Proper lighting           E. Television           F. Protection from foreign particles	Allow students to identify parts of the eye from model or chart	

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
<b>IV.</b> At least 70% of the students will answer correctly a minimum of seven out of ten questions on the structure and care of the teeth	<ul style="list-style-type: none"> <li>A. Structure           <ul style="list-style-type: none"> <li>1. crown</li> <li>2. enamel</li> <li>3. cementum</li> <li>4. neck</li> <li>5. root</li> <li>6. nerve</li> <li>7. pulp cavity</li> <li>8. dentine</li> <li>9. root canal</li> <li>10. cuspid</li> <li>11. molars</li> <li>12. incisors</li> </ul> </li> <li>B. Proper brushing</li> <li>C. Dental check-up</li> <li>D. Diseases of the teeth and gums</li> <li>E. Proper use of teeth           <ul style="list-style-type: none"> <li>1. natural</li> <li>2. artificial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Allow students to identify from visual aids the structure of the teeth</li> <li>Obtain from local dentist free samples if possible of tooth-paste and tooth-brushes to supplement visual instruction</li> </ul>	
<b>V.</b> At least 70% of the students will answer correctly a minimum of seven out of ten questions on the structure and care of the ear.	<ul style="list-style-type: none"> <li>A. Structure           <ul style="list-style-type: none"> <li>1. outer               <ul style="list-style-type: none"> <li>a. pinna</li> <li>b. ear drum</li> <li>c. auditory canal</li> </ul> </li> <li>2. Middle               <ul style="list-style-type: none"> <li>a. eustachian tube</li> <li>b. bones                   <ul style="list-style-type: none"> <li>1. anvil</li> <li>2. hammer</li> <li>3. stirrup</li> </ul> </li> </ul> </li> <li>3. Inner               <ul style="list-style-type: none"> <li>a. spiral-shaped cochlea (hearing)</li> <li>b. semi-circular canals (equilibrium)</li> <li>c. auditory nerve</li> </ul> </li> </ul> </li> <li>B. Cleanliness</li> <li>C. Avoid use of foreign objects in ears</li> </ul>	<ul style="list-style-type: none"> <li>Repeat above procedures</li> <li>Test distance of individual sound perception by using a wristwatch or yardstick</li> </ul>	

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
	D. Pressures 1. water 2. air 3. vibrations		
VI. At least 70% of the students will answer correctly a minimum of seven out of ten questions on the structure and care of the feet.	A. Structure 1. bones 2. toes 3. heels 4. arches 5. tendons B. Cleanliness C. Proper shoes and socks D. Pedicures E. Corns and bunions F. Barefeet (infections)	Stand on your bare foot and draw around it. Put your shoe on that foot and draw around your shoe. Cut out both drawings and place one on top of the other. What do these drawings tell you?	Write an expository paragraph about your observations.

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
<b>VII.</b> At least 75% of the students will recognize the structure, function, and early signs of skin problems, and be able to answer correctly seven out of ten matching items.	A. Structure 1. epidermis 2. dermis 3. hair 4. pigmented cells 5. glands B. Function 1. elimination of body wastes 2. protection 3. regulation of body heat 4. sense of touch C. Care 1. cleanliness 2. infections 3. allergies 4. growths	Have students identify the basic parts of the skin from visual aids.	List the basic functions of the skin.
<b>VIII.</b> All students will be able to name and explain at least 70% of the preventive measures for good health as listed.	A. Innoculations 1. measles 2. polio 3. mumps 4. diphteria 5. small pox 6. tetanus 7. whooping cough 8. colds and flu B. Periodical check-ups 1. cancer 2. tuberculosis 3. laboratory tests 4. venereal diseases	Advise students to seek medical help for skin problems	

CONCEPTS &  
OBJECTIVES

## SUBJECT MATTER

ACTIVITIES  
STUDENT &  
TEACHERPROCEDURES  
&  
MATERIALS

- C. Superstitions
  - 1. old wives tales
  - 2. home remedies (good and bad)
  - 3. quacks
- D. Prescriptions
  - 1. patent medicines
  - 2. other people's medicines

Collect advertisements concerning health cures and treatments and try to evaluate them.

Have students to become familiar with these words: quarantine, isolation, disinfection, germicide, antiseptic, and disinfectant

## IX.

The students must be taught to recognize and eliminate the health hazards in his environment

- A. Household products
  - 1. reading labels and directions
  - 2. storage
  - 3. identify dangerous symbols
  - 4. misuse of drugs and medicines
  - 5. proper use of inflammables
    - a. gasoline
    - b. aerosols and sprays
    - c. kerosene
    - proper lighting and fumes
    - d. natural gas
    - e. spontaneous combustion
    - f. turpentine
  - 6. electrical appliances
    - a. short circuits
    - b. defective wiring
    - c. overloading circuits
    - d. water and electrical appliances

Have students bring many kinds of labels to class.

Identify danger symbols to non-readers.

Identify antidotes to students.

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
	<ul style="list-style-type: none"> <li>B. Water dangers           <ul style="list-style-type: none"> <li>1. swimming</li> <li>2. boating</li> <li>3. fishing</li> <li>4. water purification</li> <li>5. warnings to children</li> </ul> </li> <li>C. Household pets           <ul style="list-style-type: none"> <li>1. dogs (rabies)</li> <li>2. cats (ringworms)</li> <li>3. rabbits (encephalitis)</li> </ul> </li> <li>D. Occupational dangers           <ul style="list-style-type: none"> <li>1. tools</li> <li>2. machinery</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Bring publications to class for discussion concerning health hazards.</li> <li>Let students make right way and wrong way posters concerning the hazards of electricity, water, and fire.</li> </ul>	
X. The student is able to locate and use the health services available in his community to satisfy the needs of his family.	<ul style="list-style-type: none"> <li>A. Local agencies           <ul style="list-style-type: none"> <li>1. Federal</li> <li>2. State</li> <li>3. City</li> <li>4. Private</li> </ul> </li> <li>B. Medical self-help           <ul style="list-style-type: none"> <li>1. emergency childbirth</li> <li>2. prenatal care</li> <li>3. well-baby clinic</li> <li>4. first aid</li> </ul> </li> <li>C. Mental disorders           <ul style="list-style-type: none"> <li>1. declining interest in people and activities</li> <li>2. prolonged irritability and restlessness</li> <li>3. inability to sleep soundly</li> <li>4. tendency to find fault with people</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discuss how mental pressures affect your well-being</li> <li>Make a list of items including advertisements in newspapers and magazines, radio and television, that stress weight control and physical improvement</li> </ul>	

CONCEPTS &  
OBJECTIVES

## SUBJECT MATTER

ACTIVITIES  
STUDENT &  
TEACHERPROCEDURES  
&  
MATERIALS

- 5. increased use of profanity, or abusive language, growing fondness of alcohol, tobacco, abuse of drugs, etc.
- 6. frequent headaches
- 7. excessive fatigue, dizzy spells
- D. Mental health
  - 1. knowledge of self
  - 2. acceptance of self
  - 3. being self
  - 4. respect others
  - 5. help others
  - 6. living within your means
  - 7. recreation
  - 8. budget your time
  - 9. avoid bottling up your feelings
  - 10. adequate sleep
  - 11. put first things first
  - 12. sense of security
  - 13. sense of humor
  - 14. self-confident
- E. Physical fitness
  - 1. daily exercise
  - 2. weight control

## OCCUPATIONAL AND EDUCATIONAL OPPORTUNITIES

The information presented herewith is intended to be suggestive to the teacher as a guide for instruction in Adult Basic Education classes. Every student will not need to accomplish every objective listed, consequently, each activity is not to be considered as a topical outline to be followed; but rather as a compilation of ideas and teaching techniques by which certain objectives may be accomplished.

The imaginative teacher will adapt any thought presented to his own classroom use and utilize additional activities that serve to enhance his instructional program toward student learning.

It is suggested that this entire publication be used as a teacher's handbook wherein notes and information be written in the margin and additional sheets be inserted to formulate a compilation useful to the teacher.

It is of utmost importance that the teacher familiarize himself with the contents and supplementary materials. Also note that the desired outcome of one objective and its activities may be utilized to accomplish other goals.

## OCCUPATIONAL AND EDUCATIONAL OPPORTUNITIES

GOAL: To develop the adult so that he may become a participating member of society by upgrading his employment opportunities and raising his general education level to a point where he can participate in vocational and occupational training programs.

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MATERIALS</u>
I. To acquaint the student with job opportunities available.	A. Read and discuss availability of work through newspaper want ads. B. Familiarize student with use of the yellow pages. <ul style="list-style-type: none"> <li>1. Make list of firms in specific job categories.</li> <li>2. Make list of employment agencies.</li> </ul> C. Contacting employment agency D. Contacting personnel agencies E. Have students view films followed by self-evaluation. F. Bring in surrounding community resource people G. Using printed materials to describe jobs H. Acquaint student with Civil Service information by inviting a speaker. I. Introduce labor legislation by bringing in local labor consultants. J. Emphasize man-to-man communication by having student describe his job.	Newspaper Telephone directory Teletrainer Magazines Films Books Booklets Pamphlets Folders
II. To stress the importance of good work habits.	A. Care of Tools and Equipment <ul style="list-style-type: none"> <li>1. Take inventory of tools and equipment</li> <li>2. Discuss proper use of tools and equipment</li> </ul> B. Self Control <ul style="list-style-type: none"> <li>1. Discuss the importance of a pleasant smile</li> <li>2. Exemplify good manners               <ul style="list-style-type: none"> <li>a. Use a pleasant tone of voice</li> </ul> </li> </ul>	Paper Pencil Toothbrush Toothpaste Comb Soap Towel Poster board Cut-outs Colors Scissors

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MATERIALS</u>
	a Be courteous and business-like	Glue
	3. Use role playing to show advantages of self control	Books
C. Good Health Habits	1. Have students make a list of good health habits while at work	Alarm Clock
	2. Make posters illustrating safety precautions and/or healthy working conditions	Car (pictures)
D. Acceptance of Constructive Criticism	1. Use role playing to show pleasantness	Bus (pictures)
	2. Discuss responsibility of supervisor	Road map
E. Safety Programs	1. Discuss how to prevent fires	Recipes
	2. Discuss safety precautions	Patterns
	3. Attend safety meetings	Sewing
F. Honesty	1. Have each student write simple rules of honesty	Machine (picture)
	2. Write sayings about honesty	Spoons
	3. Tell stories about honesty	Cups
G. Punctuality	1. Discuss why one should be at work on time	Deposit
	2. Use role playing to emphasize punctuality	Slips
H. Regular Attendance	1. Have students list advantages of being at work everyday	
	2. Discuss sick-leave policies	
	3. Discuss advantages of regular attendance	
I. Getting Along with people	1. Use role playing to demonstrate personality traits and pleasant attitude	
	2. Discuss reasons attending company social functions	
J. Personal Appearance	1. Show examples of cleanliness	

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MATERIALS</u>
	2. Write a paragraph or story on "The effect of Personal Appearance" 3. Invite a resource person to discuss and demonstrate "The Importance of Personal Appearance" K. Ability to Follow Directions 1. Read a road map 2. Discuss a favorite recipe 3. Study pattern instructions 4. Discuss the importance of following directions	
	L. Conservation and Economy 1. Discuss "How to Save" 2. Write original poems about saving 3. Discuss the following: a. Making a budget b. Buying on terms c. Making out deposit slips	
	M. Demonstration of Interest and Enthusiasm 1. Write a story on "Why I Enrolled in ABE" 2. Discuss the topic "How Will It Help Me?"	
	N. Compliance With Company Policy 1. Learn company rules at place of employment 2. Practice company policies on the job	
III. To make ... A. participant aware of qualifications for different jobs.	A. Discuss requirements such as age limit, health, physical clothing, tools and equipment, citizenship, and social security. B. Have each student to make and compare a list of past, present and future job qualifications C. Make field trips when possible observe job activities and follow with discussion on job qualifications D. Invite resource person to discuss personal appearance when applying for a job	Sample job application forms Sample health card, special clothing catalogues pictures showing tools and equipment, books dealing with citizenship. Sample special licences

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MATERIALS</u>
IV. To provide practice sessions to prepare students for job interviews	<p>A. Set up a make-shift with employer and employee</p> <ol style="list-style-type: none"> <li>1. Practice the greeting or salutation</li> <li>2. Practice using the name of an employer</li> <li>3. Attain a pleasant facial expression</li> <li>4. Practice good posture in walking and sitting</li> <li>5. Listen attentively</li> <li>6. Supply information readily</li> <li>7. Practice the handshake and saying "Thank you"</li> </ol> <p>B. Record the interview and play back</p> <ol style="list-style-type: none"> <li>1. Have students listen for mistakes and make corrections</li> <li>2. Correct grammatical errors using oral discussions</li> </ol>	<p>Desk and chair for employer</p> <p>Chair for prospective employee</p> <p>Sample application form</p> <p>Tape recorder</p> <p>pencils and writing tablets</p> <p>Books</p> <p>Pamphlets</p>
V. To teach the student a vocabulary that is pertinent to specific job applications.	<p>A. Compile technical word lists</p> <p>B. Let each student describe his own job before the class</p> <p>C. Bring in personnel from local industry</p> <p>D. Identify and give uses of specific tools and equipment</p> <p>E. Record voice on tape recorder and play back for individual correction</p>	<p>Brochures from local industry</p> <p>Tape recorder</p> <p>Films</p> <p>Overhead projector</p> <p>Dictionary of Occupational terms</p>
VI. To provide practice in filling out application, employment, and other miscellaneous forms.	<p>A. Practice filling out the following forms:</p> <ol style="list-style-type: none"> <li>1. Withholding</li> <li>2. Application and other employment</li> <li>3. School registration</li> <li>4. Alien registration</li> <li>5. Income tax</li> </ol> <p>B. Have student check work with correct sample forms.</p>	<p>Withholding forms Checks and bank deposit slips</p> <p>School registration forms</p> <p>Alien registration forms</p> <p>Income tax forms</p> <p>Social Security forms</p> <p>Income Tax Computation Booklet</p>

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MATERIALS</u>
VII. To give the students practice in taking industry type tests.	<p>A. Discuss terminology and procedure of taking tests</p> <p>B. Seek information concerning testing date place and time</p> <p>C. Have students take follow-up test</p> <p>D. Correct and explain errors made on test</p> <p>E. Have students take sample tests</p> <p>F. Give timed or speed exercises on assimilating or associating objects and figures</p> <p>G. Give additional practice on marking answer sheet using teacher-devised test</p> <p>H. Listen to representatives of testing department and ask questions</p> <p>I. View films or filmstrips concerning testing</p>	<p>Brochures</p> <p>Sample tests</p> <p>Geometric objects</p> <p>Geometric figures</p> <p>Films</p> <p>Filmstrips</p> <p>Paper</p> <p>Pencils</p> <p>Books</p> <p>Games</p> <p>Pamphlets</p> <p>Projectors</p> <p>Tables</p> <p>Slides</p> <p>Transparencies</p>
VIII. To make the student aware of agencies which can help him obtain employment.	<p>A. Have students compile a list of available agencies and their locations. and discuss their special functions</p> <p>B. Visit agencies when possible either individually or in groups. and discuss how the agency can directly help the student</p> <p>C. Invite resource personnel to speak to the class</p> <ol style="list-style-type: none"> <li>1. Have each student write a paper comparing the possibilities of the job described with his present job</li> <li>2. Have the students to orally assess the good and bad points of their present jobs</li> </ol>	<p>Paper and pencil</p> <p>Pamphlets and brochures furnished by:</p> <p>Private employment agencies personnel offices of private firms and industries office of Economic Opportunity Civil Service</p>
IX. To make the student aware of vocational, occupational, and educational training programs and to	<p>A. Invite federal officials to discuss the subsidized programs</p> <p>B. Invite public school officials to discuss programs for continuing education</p> <p>C. Have students make a list of local private schools offering training.</p>	<p>Dictionary of Occupational Titles</p> <p>Manpower Research Bulletin</p>

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MATERIALS</u>
acquaint him with the specific qualifications necessary to enter each of the training programs	D. Have class formulate a list of on-the-job training programs in the area. 1. Post list on bulletin board 2. Discuss qualifications E. Have as many resource people as possible who are in different occupations to discuss the qualifications of the various occupations F. Have students draw up a list of occupations in which they are interested G. Discuss and compare retirement benefits and other benefits on various jobs H. List and discuss how technical changes create new industries and cut out other jobs I. Discuss how legislation brings about new jobs J. Discuss the availability of various jobs which are related to special groups, such as women, the physically handicapped youth, and older people. K. Discuss the importance of economic fluctuations that recur each year as a result of seasonal changes L. Show films on various occupations and follow by discussion	<u>Occupational Outlook Bulletin</u> <u>Apprenticeship Labor Review Monthly Labor Review Area Labor Market Trends</u> <u>The Handbook on Women Workers</u> <u>Small Business Bulletin</u>
X. To prepare the students for the G. E. D. test and to provide incentives for continuing educational processes.	A. Make available and use sample materials covering all five areas of G. E. D test B. Invite resource person to discuss student loans and scholarships and follow by question and answer session C. Award certificates at the end of the year D. Have students make either oral or written reports on success stories	<u>Certificates Books:</u> <u>High School Equivalency Diploma Tests</u> <u>They Served America</u> Carol Hoff

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MATERIALS</u>
XI. To acquaint each student with the idea of self-employment.	<p>A. Utilize Internal Revenue Service personnel to assist with records and reports used in business. -</p> <p>B. Secure assistance of representatives from Small Business Bureau.</p> <p>C. Bring in Texas Employment Commission personnel for question and answer session</p> <p>D. Set up a simple bookeeping record system showing how income and expenditures can be kept</p> <p>E. Invite an individual who has experienced operation - of this type of self-employment to discuss relevant problems and to answer questions</p> <p>F. Secure other miscellaneous sample forms dealing with - either local, state, or national rules and regulations, and practice using them. -</p> <p>G. Arrange for financial assistance by interview with local bank officials. Use role playing in class prior to seeing bank officials.</p> <p>H. Utilize short training courses available in community to enable the student to perform specialized skills which may - be coupled with A B E instruction as preparation for self-employment. egl, fly-tying and plug-making for fishermen, gift wrapping, interior decoration, cake-decorating, and floral arrangement. -</p> <p>I. Plan how to be self-employed by listing as many things to do as possible before starting the operation, then make a list of things to be done after the work begins.</p> <p>J. Make a list of firms that carry supplies you need by referring to the yellow pages.</p>	<p>Internal Revenue Kit -</p> <p>Small Business Bureau Bulletins-</p> <p>Sample book-keeping forms</p> <p>Miscellaneous sample forms</p> <p>Brochures</p> <p>Telephone directory</p>

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MATERIALS</u>
	K. Use Better Business Bureau or Chamber of Commerce representatives to discuss sound business principles, how to avoid becoming victim of business schemes, and "immediate cash" or "get-rich-quick" ideas.	
XIII. To inform employer about enrollment and progress in A B E program at student's request.	A. Determine whether or not student wishes to have employer notified of his enrollment in A B E program. B. Prepare a letter of notification and discuss it with student before it is mailed to employer. C. Supply information to employer as requested by him following student's enrollment in the program.	

The purpose of this guide is to help the Adult Basic Education teacher to plan her lesson plans.

This guide has been developed by teachers who have had experience in teaching adults. It represents information gathered from teachers teaching in all the different sections of the state of Texas.

The guide is of no value if a teacher sticks to it in its entirety. The guide will not take the place of a teacher. The teacher should continue to supplement the ideas presented in this guide with those that will work better.

The program is outlined in a certain form; however, a student should not be taught a concept that he already knows, as this would be a waste of time for the student. Instead, the teacher should prepare so as to challenge the individual student. Student grouping must definitely be considered.

Last of all, teachers must remember that most adults attend school to learn something that they have never learned before.

The following list was compiled from information provided by publishers. Materials listed for Intermediate (Level II) may be effective for either Basic (Level I) or Upper (Level III) in some classes. This list is not complete.

Channing L. Bete, Company, Inc.

What Everyone Should Know About the "New Math"  
What Everyone Should Know About Mathematical Sets  
About Numeration Systems and "Place Value"  
About 6 Basic Principles of Mathematics  
What Everyone Should Know About Factoring  
What Everyone Should Know About Vectors

Follett Publishing Company

Figure It Out, Book I  
Figure It Out, Book II  
Systems For Success, Book I  
Systems For Success, Book II

Regents Publishing Company

Blue Book of Mathematics

Steck-Vaughn Company

Basic Essentials of Math, Part I  
Basic Essentials of Math, Part II

## Place Value

<u>Concents and Objectives</u>	<u>Materials and Vocabulary</u>	<u>Procedure &amp; Activities</u>
<u>Concents</u>	<u>Materials</u>	
The student should be able to understand the value for each digit of a number	place value pocket charts overhead projector and transparencies number line filmstrips and films peg boards money counting frame	Show that numbers is a grouping process Place numbers on peg board by participation. Identification of digits with numerals such as 564, 1089, etc
		Construct a place value chart naming the different place values.
		Use place value boxes drawn on chalkboard.
		Use concrete objects such as straws, sticks etc. to teach place value.
		Practice reading and writing numerals (in word forms) as numbers.
<u>Objectives</u>	<u>Vocabulary</u>	
Develop the students understanding of place value.	number numerals digit base ones units tens hundreds periods zero place holder value set- sub- set grouping regrouping	
Each place value position is ten times greater than the position to the right.		
To distinguish between number and numeral.		

## Place Value

Contents and Objectives	Materials and Vocabulary	Procedure & Activities
To give to the pupil an understanding of place value	<u>Materials</u> Place value charts Overhead projector and transparencies Number line Filmstrings and films Peg Boards Money	Show that numbers is a grouping process.
		Place number(s) on neg board by participation.
		Identification of digits with numerals such as 564, 1089, etc.
		Construct a place value chart naming the different place values.
		Use place value boxes drawn on chalkboard.
		Use concrete objects such as straws, sticks, etc. to teach place value.
		Practice reading and writing numerals in word forms.
Objectives	Vocabulary	
The student will be able to understand the value for each digit of a number.	Number	
	Numerals	
Each place-value position is ten times greater than the position to the right.	Digit	
	Base	
	Ones	
	Tens	
	Hundreds	
	Value	

## Addition

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
To develop skills in addition so that students will be able to use them effectively.	<u>Vocabulary</u> Sum Addend Total Plus(+) Add Binary Commutative Associative Cloture Greater than Less than	Teach addition facts.  Practice on chalkboard.
Development of the student's ability to solve simple addition problems.		Make a grocery list from newspaper.
	<u>Materials</u>	
Numbers are added according to their place value such as ones to ones, tens to tens, hundreds to hundreds.	Overhead and transparencies Number line Flash cards Films & filmstrips Chalkboard Toy money	Use a number line to show addition.
Numbers may be added in any order.		Give seat work.
Adding is a regrouping process.		Make cross number puzzles.
Adding dollars and cents.		

## Subtraction

Concents and Objectives	Materials and Vocabulary	Procedure and Activities
To develop the student's ability to solve simple subtraction problems.	Vocabulary	Teach subtraction facts.
	Difference Subtract Minus(-) Subtrahend Inverse Minuend Less Remainder	Practice in subtraction.
		Making change with regard to money.
		Make a grocery list.
		Use concrete objects to illustrate meaning of subtraction facts.
		Use a number line to show subtraction.
		Give seat work.
		Make cross number puzzles.
Objectives	Materials	
Show the student that subtraction is the inverse of addition.	Overhead and transparencies Number line Flash cards Films & filmstrips Chalkboard Money	
The student will be able to understand that in subtraction numbers are subtracted according to their place value such as ones from ones, tens from tens, and hundreds from hundreds.		
The order of the numbers in subtracting is important.		
To check subtraction by addition.		
Subtracting dollars and cents.		
Subtraction helps to compare two numbers.		

## Multiplication

Contents and Objectives	Materials and Vocabulary	Procedure & Activities
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To develop the student's ability to multiply.	<u>Vocabulary</u> Factors Product Multiplier Multiplicand Multiplication matrix Distributive	Make multiplication tables and charts. Provide flash card drills. Make drawings to develop the concept of multiplying. Use seat work. Make cross number puzzles. Show the meaning of multiplication by a one digit multiplier.
Multiplication is repeated addition.		

ObjectivesMaterials

Show that multiplying is a short way to add.

Multiplication is the inverse of division.

Flash card  
Overhead projector & transparencies  
Number line  
Chalkboard  
Films & filmstrips  
Multiplication matrix

## Division

Concepts and objectives	Materials and Vocabulary	Procedure and Activities
To develop the student's ability to divide.	<u>Vocabulary</u>	Construct division charts and tables.
Division is repeated subtraction.	Quotient Divisor Dividend Factors Remainder	Use of the chalkboard.
		Use seat work.
		Use of the number line to show division.
		Make cross number puzzles.
<u>Objectives</u>	<u>Materials</u>	
Division is repeated subtraction.	Overhead projector & transparencies Chalkboard Film and filmstrips Division flash cards	
Multiplication can be used to check division.		
To identify the inverse relationships between division and multiplication.		
To learn the division.		

## Multiplication

<u>Concents and Objectives</u>	<u>Materials and Vocabulary</u>	<u>Procedure and Activities</u>
<u>Concents</u>	<u>Material</u>	<u>Procedures</u>
To extend and expand the student's understanding of multiplication.	Chalk board Film strips Overhead projector Multiplication charts	Show films of film strips dealing with multiplying, using two or more numbers
Two numbers may be multiplied in either order to give the same product.		Stress the point that zero is used to hold the ones-place in a product when multiplying by 10.
Multiply the digits in tens place, in hundreds place, or in any place value position, exactly as you multiply ones.		Show that to multiply by a two digit number, multiply by the ones, then by the tens, and then add the partial product.
<u>Objectives</u>	<u>Vocabulary</u>	<u>Activities</u>
To reinforce through practice the skills involved in multiplication.	Multiplicand Multiplier Product Regroup Factors Distributive Multiplication	Make and use flash cards to practice multiplication fact
To teach the student to multiply with two or more numbers.		Make a cross number puzzles
To teach the student to regroup (carry) in multiplication.		Use problems involving salaries, clothing, and food buying, etc.
To stress the importance of regrouping (carrying) correctly in multiplication and in finding the sums of partial products.		Make a multiplication chart.
		Check multiplication by interchanging the multiplier and multiplicand.

## Division

<u>Concepts and Objectives</u>	<u>Materials and Vocabulary</u>	<u>Procedure and Activities</u>
<u>Concepts</u>	<u>Materials</u>	<u>Procedure</u>
To extend the student's knowledge in working and using division problems.	Flash cards Chalkboard Division table Teacher prepared transparencies Filmstrip & film	Divide the number of tens in the dividend by the number of tens in the divisor to find a trial quotient.
Using repeated subtraction or multiplication in solving equations involving division.		Estimate the quotient before doing the computation for any division.
That multiplication and division are inverse operations.		Show that zero divided by any number other than zero equals zero.
To make the operation of division meaningful.		When dividing by a one-digit divisor, you involve the steps of division, multiplication and subtraction.
To discover weak spots in underlying skills in division and to deal with these faults.		
<u>Objectives</u>	<u>Vocabulary</u>	<u>Activities</u>
To gain speed and accuracy in writing and solving division problems that has two or more divisors.	Dividend Divisor Quotient Remainder Multiple Divisible Average	Use multiplication table to show division as the inverse operation of multiplication.
To show the student division is a short way of subtraction.		Show that when a number is divided, the resulting number is always smaller than the original number.
To show how division may be used in solving problems of everyday life.		Check division by multiplying the divisor and quotient and adding the remainder.
To discover and deal with specific deficiencies in division; to provide for individual differences through enrichment.		Use flash cards for practice of division facts.
		Make a cross number puzzle using division facts.

Division (Continued)

Concepts and Objectives    Materials and Vocabulary    Procedure and Activities

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Make charts to show steps in working division problems.

Work problems dealing with averages.

## Measurement

<u>Concepts and Objectives</u>	<u>Materials and Vocabulary</u>	<u>Procedure and Activities</u>
<u>Concepts</u>	<u>Materials</u>	
<u>Objectives</u>	<u>Vocabulary</u>	
Measuring consists of finding how many times a unit of measure is contained in a quantity. Choose the unit of measure according to the quantity and the precision with which you want to measure.	scale ruler thermometer yard stick calendar liquid & dry measures teacher-prepared transparencies film strips & films unit of measure	Have the students estimate the following and check by measurement: a) the length of a page b) the width of the classroom c) the height of teacher's desk d) the weight of a book e) the cups of liquid in a partly filled quart bottle f) the time needed to walk a block g) the present temperature h) a minute of time  Give examples of measures used at home.  Make Calendar of different months.  Write and solve problems using measures.
To develop an understanding of the various measures by comparing linear, liquid, dry, and measures of weight and time.  To teach the meaning of area; to teach the concept of square units.  To develop skill in the use of measuring devices and table of measure.  Increasing facility in changing measures to larger or smaller units.  To learn the abbreviation for words naming units of measure.	pounds inches yards feet days month year pints quarts gallons seconds hours minutes weeks ton mile rod circle square lines	

## Fractions

Concepts and Objectives	Materials and Vocabulary	Procedures and Activities
<u>Concepts</u> To develop the understanding of changing fractions to higher terms and to lower terms; proper fractions, improper fractions, and mixed numbers; changing improper fractions to whole or mixed numbers; to change whole or mixed numbers to improper fractions.	<u>Materials</u> flannel board fraction line fraction wheel fractional parts fractional disc measuring cup teacher prepared transparencies filmstrips & films ruler yardstick	<u>Procedures</u> <u>Differentiate</u> between proper and improper fractions.  <u>Rename mixed fractions as improper fractions.</u>
<u>Objectives</u> To increase facility in reading and writing fractions.	<u>Vocabulary</u> fractional number fractional line fraction fractional part improper fraction mixed fraction numerator common denominator lowest term denominator fraction with common denominator set	<u>Solve problems</u> involving subtraction and fraction with like and unlike denominators <u>Activities</u> <u>Discuss and write</u> how fractions are useful in daily life
To develop skills in the addition and subtraction of fractions a) having like denominators b) having unlike but related denominators c) having unlike and unrelated denominators with no common factor present.  To develop skills to reduce a fraction to its lowest term.		Use drawings and objects to represent fractions.  List products that are sold by fractional parts of a standard measure ( $\frac{1}{2}$ doz.; $\frac{1}{4}$ lb., etc.)
		Use measuring cups and spoons to illustrate the practical use of fractions.
		Illustrate fraction of a dozen with egg cartons.
		Make a list of fractions in ascending or descending order of value.
		Draw, shade, or color fractional parts of a whole.
		Discuss the use of fractions in recipe
		Identify fractional parts of a given set

## Addition and Subtraction of Fractions

## Concepts and Objectives

## Procedure and Activities

ConceptsMaterialsProcedure

To enrich the student's understanding of addition and subtraction of fractions through a total review.

flannel board  
fraction cut-outs  
overhead projector  
transparencies  
filmstrips and projector records  
record player  
tapes  
tape recorder  
student-made cut-outs  
fraction discs  
flash cards  
ruler  
16 mm projector

Discussion of fractions.

Identify the parts.

Use student-made cut-outs

Use transparencies.

Use filmstrip to summarize.

ObjectivesVocabularyActivities

To realize that addition and subtraction of fractions are inverse operations.

Numerator  
Denominator  
Like and unlike fractions  
Least common denominator  
Proper and improper fractions  
mixed and whole numbers

Use seat work for practice.

To provide practice in using addition and subtraction of fractions.

Provide oral and written work.

To provide number operations that will help the student enrich his daily living.

Make student cut-outs.

Encourage discussion and analysing of concepts.

## Multiplication and Division of Fractions

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concepts	Materials	Procedure
Objectives	Vocabulary	Activities
Multiplication of fractions is a short way of adding fractions.	flannel board fraction cut-outs transparencies overhead projector filmstrips and projector tapes and tape recorder concrete objects student-made cut-outs fraction discs charts	Discussion of multiplication of fractions.
Multiplication of fractions is the inverse operation of division of fractions.		Discussion of division of fractions.
Division of fractions is a short way of subtracting fractions.		Use student-made cut-outs for the discovery method.
		Use transparencies and charts.
		Use filmstrip and films.
To provide the student with a clear understanding of multiplication and division of fractions.	Multiplier Multiplicand Product Invert Divisor Dividend Quotient Inverse Reciprocal Factors Cancellation	Use seat work.
To provide number operations that will help the student enrich his daily living.		Use tapes prepared for individual instruction.
		Work problems at chalkboard.
		Encourage oral discussions.

## Addition and Subtraction of Decimals

<u>Concepts and Objectives</u>	<u>Materials and Vocabulary</u>	<u>Procedure and Activities</u>
<u>Concept</u>	<u>Materials</u>	<u>Procedure</u>
<u>Objectives</u>	<u>Vocabulary</u>	<u>Activities</u>
To extend the student's concept, maintain computational efficiency, and aid the student in developing an understanding of why the decimal algorithms perform as they do.	Place value chart real money number line worksheets newspaper transparencies overhead projector films and filmstrips filmstrip projector 16 mm projector opaque projector	Use place value chart.  Use real money.  Use the number line  Use newspaper articles.  Use transparencies.
To add meaning to our notation system.	tenths hundredths thousandths hundred-thousandths millionths decimal point repeating decimal caret terminating decimal annexation	Practice reading and writing decimal
To develop an understanding of the meaning of the terms - decimal fraction and decimal numerals.		Practice the four basic operations with decimal fractions.
To develop the proper use of notations as it is related to decimal numerals.		Write or recite rules for correct placement of decimal points in the four operations and demonstrate the ability to apply - the rule in computations.
To provide a program by which the student will be able to apply decimals to real life situations.		Change decimal fractions to common fractions.
		Practice rounding off decimal fractions to the nearest whole number, tenths, hundredths, etc.
		Practice in annexing zeros to the right of the decimal point.
		Work problems involving money.
		Record decimal fractions outside classroom.

## Multiplication and Division of Decimals

<u>Concepts and Objectives</u>	<u>Materials and Vocabulary</u>	<u>Procedure and Activities</u>
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Concept

To help the students develop skill in multiplying and dividing decimal numerals.

Procedure

Refer to procedure under addition and subtraction of decimals.

Objectives

Show that arithmetic with decimal numerals is in full agreement with fractional numerals.

There must be as many digits after the decimal point in the product as there are after the decimal point in both of the factors together.

Decimal equivalents of fractional numerals may always be determined by division. For example  $8/12$  means 8 divided by 12.

Multiplying both the divisor and dividend by the same number does not change the quotient.

## Ratio, Proportion and PerCent

<u>Concepts and Objectives</u>	<u>Materials and Vocabulary</u>	<u>Procedure and Activities</u>
<u>Concepts</u>	<u>Materials</u>	<u>Procedure</u>
Per cent is another way of expressing a fraction or a decimal.	number line tables of equivalencies charts chalk & chalkboard sale advertisements transparencies filmstrip and projector overhead projector	Make percentage chart for introduction.
Ratio is the correspondence between the numbers of two sets.		Use teacher-made transparencies.
Proportion is an equality between two ratios.		Use concrete object Show filmstrips.
A ratio may be expressed as a fraction and that there are other names for ratio.		Use the number line Display graphs and charts.
<u>Objective</u>	<u>Vocabulary</u>	<u>Activities</u>
To help the student develop his ability to find solutions for problems which involve per cent.	ratio proportion percent comparison equivalence one-to-one correspondence scale, extremes means rate	Practice changing decimals to percent and percent to decimals.
To compare and contrast the concept of decimals, ratio, proportion, and per cent.		Make comparisons of number of students in classrooms, absences, men and women, express as ratios.
To establish equivalencies among decimals, ratio, proportion, and per cent.		Bring clippings of newspapers showing per cent.
		Practice writing ratio & translating the meaning thereof
		Use per cent to budget weekly allowances.
		Make up problems or puzzles involving ratio, proportion, and per cent.
		Use per cent to make a family budget plan.

## Insurance

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concept	Materials	Procedure
Insurance is method of protecting person property.	insurance policies charts newspaper clippings showing where insurance companies pay losses tables from policies filmstrips transparencies	Have an insurance agent speak to the class. Discuss an insurance policy.
Insurance is a way of saving money.		Use charts to show different rates at different ages.
There are different types of insurance policies.		Use tables to show loan value and cash in value.
Objective	Vocabulary	Activities
To provide the student with a clear understanding of how insurance works for the protection of a person.	insurance endowment policy liability collision comprehension mortality rate maturity date insurability premium grace period cash value cash in value mortgage cancellation life insurance dividends long value	Discuss hospital insurance policy. Discuss endowment plan. Discuss car insurance. Discuss a mortgage plan. Discuss fire, theft, storm, etc. insurance. Discuss life insurance.

## Taxation

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Under our Democratic form of government, money is collected from the people in the form of taxes.	<u>Materials</u> variety of income tax forms tax tables withholding tax forms newspaper clippings tax stamps charts materials provided by Internal Revenue films & filmstrips opaque projector	<u>Procedure</u> Discuss the history of taxation(brief) Use transparencies to explain different kinds of taxes. Use charts to explain sources of revenue and expenditures. Discuss programs financed with taxes.
Taxes are used for the purpose of operating our government - local, state, and federal.		
Some taxes are paid according to an individual's income and others are paid on an equality basis ( such as sales tax, auto tax)		
<u>Objective</u>	<u>Vocabulary</u>	<u>Activities</u>
To provide the student with a program that will make him fully realize why we pay taxes and the benefits that he gets from the government.	taxes income tax real estate sales tax gasoline tax personal tax auto tax excise tax per cent corporation tax revenue expenditures	Fill out W-2 forms. Fill out forms 1040 and 1040A.
To understand the different type of taxes that he pays.		

## Interest

<u>Concepts and Objectives</u>	<u>Materials and Vocabulary</u>	<u>Procedure and Activities</u>
<u>Concepts</u>	<u>Materials</u>	<u>Procedure</u>
<u>Objectives</u>	<u>Vocabulary</u>	<u>Activities</u>
Interest is rent on money borrowed by an individual.	promissory notes contracts for installment buying government bonds Consumer Guide Consumer-Reports interest-rate tables transparencies filmstrip & projector opaque projector	Discuss interest Use blank contract to illustrate. Use interest-rate tables. Illustrate by using transparencies. Use opaque projector.
Interest is money paid by financial institutions to individuals who invest (save) their money.	rate interest time contract promissory note principal installment date of maturity terms investment collateral	Fill out contracts. Conduct discussion on interest. Examine government bonds. Fill out bank deposit slips. Fill out promissory notes.
To provide a program by which the student will be able to understand interest as it pertains to installment buying, borrowing money, etc.		
To provide a program by which the student will understand that banks and other financial institutions pay interest to an individual who invests his money with them.		

## Measurement

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concept	Materials	Procedure
To help the student understand the nature of measure, approximation, accuracy, and precision.	yard stick ruler flannel board containers (such as pints, quarts, etc) thermometer compass measuring tape geometric objects perimeter board projectors	Discussion of the various measurement Teacher-prepared transparencies.
Measuring consists of finding how many times a unit of measure is contained in a quantity.		Illustrate by using charts.
Measurement may be direct or indirect.		Use containers for demonstrations.
Measurement is always approximate.		Use filmstrips and films.
Objectives	Vocabulary	Activities
To recognize that measurements are arbitrary tools.	approximation accuracy precision altitude diameter circumference plane base any word from a table of measurements - that is not understood by the student.	Change one measurement to another by using containers.
To learn standard tables of measurement.		Measure objects in the classroom.
To solve problem with measurement using the four operations.		Use seat work.
To rename larger units of measure in terms of smaller units and vice-versa to facilitate problem solving.		Encourage discussion Measure body temperature.

## Geometry

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concept	Materials	Procedures
Plane geometry is primarily concerned with the patterns evident in two dimensions (space) and with the abstractions (generalization) surrounding these patterns.	compass ruler protractor flannel board charts illustrating various geometric shapes transparencies films & filmstrips projectors	Identify geometric objects in the room.  Draw geometric figures on chalkboard or overhead projector.  Demonstrate units of measure with concrete objects.  Teach how to change from one unit of measurement to another.  Use transparencies to illustrate.  Use flannel board to illustrate.
To give the student a clear understanding of the terms line, ray, line segment, angle, triangle, and rectangle.	cone pyramid cube triangle rectangle square angles cylinder prism base area volume plane radius perimeter polygon pentagon hexagon octagon	Have students measure objects in the room.  Identify geometric objects in the room.  Draw geometric figures on paper.  Demonstrate units of measure with concrete objects.  Measure the degrees of angles.  Measure the perimeter, area, volume of other geometric figures.
To help pupils acquire a clear concept of a plane as a sub-set of the set of all points in space.		
To provide the students with an informal terminology applicable to the circle (such as radius, diameter, point, and center).		
To help students - clarify their understanding of the terms perimeter, area, and volume of a geometric figure.		

## CITIZENSHIP AND SOCIAL SKILLS

OVERVIEW

Responsible, participating citizenship is one of the primary objectives of A.B.E. We must develop citizens to understand the environment and the society in which they live... have the necessary knowledge to face the conditions of life... and the desire and will to prepare for these conditions, good or bad.

OBJECTIVES

- I. To provide the student with information regarding services which he can perform as a citizen.
- II. To provide the student with knowledge that will enable him to pass the naturalization test.
- III. To provide the opportunity for the student to become aware of how the government works.
- IV. To provide the student with information regarding social agencies, their uses and assistances rendered.
- V. To provide the student with the opportunity to become familiar with local laws and thus enable him to become less involved in violations thereof.

SUGGESTED PROCEDURE FOR USING THIS GUIDE

1. Read and study objectives thoroughly. This will make teaching of these units more meaningful to the students.
2. Read textbooks and other material.
3. Call guest speakers at least 2 weeks ahead of time.
4. Preview all films before showing to the students.
5. Plan field trips 2 or 3 weeks ahead of time.
6. Collect from materials to be used.
7. Be sure materials and equipment to be used are available.
8. Make use of every opportunity to use mock sessions and panels. Give the students the opportunity to learn by doing.
9. The teacher must persistently and with pleasure lead his group into the adventure of learning.

I.

To provide the student with information regarding services which he can perform as a citizen.

A. Concepts, skills, and understandings to be developed.

1. Civic Duties

- a. Volunteer fireman
- b. Volunteer policemen
- c. Recreation leaders
- d. Jury duty
- e. Public Office
- f. Community projects
- g. Health and welfare

B. Suggested activities

- 1. Invite the firechief; show fireprevention films, visit fire station, fire drills
- 2. Invite enforcement officials, organization of trafficce patrol
- 3. Explain trial by jury process; have mock trials, visit court room when possible; show selected films.
- 4. Scouting; 4-H Clubs; Sports (basket, baseball) Y.M.C.A.; boy's club; youth centers.
- 5. Discussion of public office (such as councilmen, justice of peace etc; needs, duties and qualifications thereof. Invite mayor, councilmen, Justice of Peace and or other public official.
- 6. Community Drives (united fund, cancer fund, Salvation Army, Red Cross, etc., beautification of community civil defense.
- 7. Mosquito control, T.B. control, immunization programs (such as polio vaccine, typhoid etc. sanitation; social diseases, (V.D. etc.); birth control.

## II.

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To provide the student with knowledge that will enable him to pass the naturalization test.

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## A. Concepts skills and understandings to be developed.

## 1. How to become an American citizen.

## a. naturalization act

- (1) why
- (2) what
- (3) other ways

## b. qualifications

- (1) knowledge of American history and government
- (2) filing for first papers
- (3) apply for final papers (5 yrs. later)
- (4) swearing allegiance

## B. Suggested Activities

## 1. films, guest speakers, study booklets on immigration, pre-test

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**III.**

To provide the opportunity for the student to become aware of how the government works.

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**A. Concepts skills and understanding to be developed.**

1. Types of government
  - a. local
  - b. county
  - c. state
  - d. national
2. Citizens participation
  - a. voting and elections
  - b. holding office
  - c. political parties
  - d. taxation
  - e. jury duty

**B. Suggested activities**

1. Discuss local government, it's responsibilities and services panel discussion by high school students; invite city officials to discuss problems
2. Discuss how the county government works, arrange a visit to the county courthouse; invite guest speakers.
3. Discuss the three branches of government (state); visit state capitol if possible; discuss the various departments under each of the three branches; visit place of historical interest.
4. Discuss national government, three branches; president's cabinet; mock session of congress, how bill becomes a law; study constitution using film and related materials.

5. Study voting; fill out sample ballot; how the electoral college works; discuss voting qualifications encourage students to understand party platforms.
6. Discuss rights and qualifications of citizens to hold office.
7. Discuss political parties.
8. Discuss the purpose, collection and use of taxes.
9. Explain and demonstrate jury duty.

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IV. To provide the student with information regarding social agencies, their uses and assistances rendered.

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A. Concepts, skills and understandings to be developed.

1. Kind of agencies

- a. Social Security
- b. Welfare
- c. Medicare
- d. Employment
- e. Health Clinics
- f. Eleemosynary Institutions

B. Suggested Activities

- 1. Invite an official from Social Security office; fill out applications forms to obtain Social Security cards; write to Washington for your personal account.
- 2. Invite welfare agent to discuss benefits.
- 3. Have a speaker from Medicare to explain the program.
- 4. Discuss various employment agencies; ask personal managers from industry speak to the student on job qualifications.
- 5. Ask school or county nurse to speak to the students; discuss nutrition and show charts and films; show films of many diseases; artificial respiration. (Write to Mr. Still, State Health Department, Austin, Texas for the first aid and medical self help kit plus films manual and lesson plans; Programmed instruction on first aid. Invite dental and mental association representatives. (Try to obtain film "That They May Live")
- 6. Discuss various benefits of Eleemosynary Institutions.

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V. To provide the student with the opportunity to become familiar with the local laws, and thus enable him to become less involved in violation thereof.

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A. Concepts, skills and understandings to be developed.

1. City charter and ordinances
  - a. police
  - b. fire department
  - c. sanitation
  - d. traffic controls
  - e. zoning
  - f. water department
  - g. transportation
  - h. licenses and franchises
  - i. parks
  - j. libraries
  - k. humane society
  - l. street and maintenance

B. Suggested Activities

1. Study and discuss the city charter and ordinances.
2. Invite personnel from the various city departments to explain how it operates.
3. Take a field trip to the library...simple library instruction.
4. Visit recreation centers.

IDEAS FOR MOTIVATION

1. Play the game of battery to motivate math. If the caller calls out 21 the card should have  $3 \times 7$  or  $14 + 7$ . The caller may call out  $3 \times 7$  then the players card should have 21. This game helps the student learn the multiplication tables.
2. The "How to Do \_\_\_\_\_" game. The student should attempt to explain how to do a certain chore. This stimulates student to think out and explain what to do. Whenever they stumble over a certain word let him use the Spanish word for it and out of this situation the English equivalent comes out. Learning a word this way makes a greater impression than asking before the class or than looking it up in the dictionary.
3. Issue out merit slips for good performance. Be generous and willing to recognize in this manner the students effort even if at first the effort is wanting.
4. Secure from the local grocer his co-operation to honor "discount slips", these would be issued according to merit and effort and should be of different value. In this manner the sponsor would profit because he will get more business. Other merchants of other lines will also co-operate.
5. Always try to dramatize stories. Ask the assistance of the class to work out the dialogue. All people have a little bit of the "actor" in them.
6. Use the tape recorder to teach vocabulary and pronunciation. Pupils like to talk into a microphone and listen to the play back.
7. Use a ten-ten counting frame to teach numbers.
8. Use able students to help those less able.
9. Use the gym and follow up with a good lesson on the advantages of physical education. Games such as volleyball are very easy to participate in.
10. Issue awards for perfect attendance.
11. Issue certificates for reading a certain number of books. Encourage those reports to be made orally as much as possible.
12. Language is easily learned through singing. This device has proven useful and sets the pupils at ease.
13. Try to secure books on phrases used by the U.S. Dept. of Immigration.

In order that the students in the Adult Basic Education obtain as many of the communicative skills necessary for whatever endeavor they may pursue, we have chosen materials that we feel will meet the needs of all concerned.

The purpose of this section is to provide suggested objectives, content, methods, and materials that will serve as a vehicle whereby we may take the students from where they are and guide them to greater heights in the communicative arts.

GOALS

C2

To enable A. B. E. students to use the English language proficiently in listening speaking reading and writing.

To help the student to develop the listening skills in the English language.

To develop skills in pronunciation enunciation and articulation so that the student will be able to speak and understand with ease.

To teach each student to read well enough to utilize those opportunities which he finds that will serve his needs.

To develop and improve skills in printing and writing legibly.

## Level I

## I. Listening

Follow directions  
Listening for meaning  
Listening for main ideas  
Listening for correct usage

## II. Speaking

Informal conversation  
Question and answer  
Vocabulary study  
Oral reports  
Group discussions

## III. Reading

Left to right prosession  
Recognition of letters  
Word attack skills  
Vocabulary building  
Locating information  
Comprehension

## IV. Writing

A. Motor skills  
1. Manuscript writing  
2. Cursive wirting

B. Composition  
1. Sentence construction  
2. Capitalization  
3. Punctuation  
4. Singular and plural  
5. Subject and predicates  
6. Verb agreement  
7. Three verb tenses  
8. Comparison  
9. Spelling

## Level II

I. Listening

A. Following directions  
B. Main ideas  
C. Meaning  
D. Usage

II. Speaking

A. Informal conversation  
B. Vocabulary  
C. Group discussion  
D. Oral reports

III. Reading

A. Word attack  
1. Syllabication  
2. Prefixes, suffixes, root words  
3. Structural analysis  
4. Context  
5. Word analysis (phonics)

## B. Vocabulary

C. Locating information  
1. Dictionary  
2. Directories  
3. Catalogs  
4. Maps  
5. Graphs and charts  
6. Reference materials

## D. Comprehension

E. Discrimination  
1. Tone & mood of writer  
2. Quality of expression  
3. Inferences and assumptions  
4. Tact and opinions  
5. Judgments  
6. Imagery

IV. Writing

A. Improvement of cursive writin  
B. Composition  
C. 1. Sentence construction  
2. Paragraph development  
a. Topic sentence  
b. Supporting details  
3. Grammar  
a. parts of speech  
b. verb usage  
c. punctuations  
1. commas  
2. quotation marks  
4. Spelling  
a. capitalizations  
b.

## Level III

## I. Grammar

- A. Capitalization
- B. Punctuation
- C. Abbreviations

## II. Parts of Speech

## III. The sentence

- A. Classification
- B. Structure and Sentence improvement

## IV. Dictionary study

- A. Contraction
- B. Prefixes
- C. Suffixes
- D. Pronunciation
- E. Synonyms
- F. Antonyms
- G. Homonyms
- H. Definition

## V. Spelling

## VI. Outlining

## VII. Paragraph writing

## VIII. Letter writing

## IX. Listening

- A. For main ideas
- B. For meaning
- C. Following directions
- D. Develop correct usage
- E. Differentiating between levels

## X. Speaking

- A. Group discussion
- B. Informal conversation
- C. Vocabulary study
- D. Oral reports

## XI. Reading

- A. Locating information
- B. Comprehension

**I. Listening**

- A. The student listens in order to follow oral directions proficiently.
- B. The student listens so as to obtain the main idea from an oral source.
- C. The student listens well enough to grasp the meaning of oral communications.
- D. The student listens to develop correct usage well enough to express himself effectively.
- E. The student listens to differentiate between levels of listening.

**II. Speaking**

- A. The student speaks to share ideas in group discussion
- B. The student speaks to participate easily in informal conversation.
- C. The student speaks to ask and answer questions which increase his fluency in English.
- D. The student speaks to put to service as vocabulary which will fill his needs.
- E. The student speaks to give oral reports which contribute ideas or information.

**III. Reading**

- A. The student practices left to right progression until it becomes automatic.
- B. The student recognizes the letters of the alphabet.
- C. The student uses various methods of attacking words which are unfamiliar to him.
- D. The student acquires a vocabulary which satisfactorily meets his needs.
- E. The student develops the ability to locate information from a variety of sources.
- F. The student comprehends material which is relevant to his level
- G. The student reads a variety of materials which widen his range of interests and refine his tastes.

**IV. Writing**

- A. Motor skills
  - 1. The student learns enough manuscript writing to fill his needs.
  - 2. The student is able to use cursive writing which is legible.
- B. Composition
  - 1. The student constructs sentences beginning with the simple and progressing to the more complex.
  - 2. The student writes paragraphs which express his thoughts effectively.
  - 3. The student learns enough grammar to adequately meet the standards of his level.
- C. The student spells correctly those words required for successful communication.

- Step 1. Read general objectives of ABE program.
- Step 2. Read overview of communications section.
- Step 3. Read goals of communications section of this guide.
- Step 4. Study Scope and Sequence Chart
- Step 5. Choose specific objectives to meet your needs and those of your pupils
- Step 6. Locate content area methods activities and materials which will meet your objectives
- Step 7. Plan your lesson in such a way that it will affect student behavior, and the results can be measured.

**Note:** Materials listed in the Level II section of this guide can be adapted for use in Level I and Level III.

#### Example (Level II)

**Goal:** The student will read well enough to utilize those opportunities which he finds that will serve his needs.

**Specific Objectives:** The student develops the ability to locate information from a variety of sources.

**Materials:** Telephone directories, one copy each for teacher and students or borrowed from telephone company or may be brought by students. Pencils and paper. The telephone company in your community may have films, as well as literature, available on the use of the directory.

**Preparation:** If you plan to show a film or filmstrip set up your projector in advance if possible. Choose and list the activities you plan for your class. Have your own book marked so you will be free to assist your students.

**When class begins:** Open with a discussion of how often we use the telephone. Remind the students that it saves time if they do not need to ask the operator for the number. Ask the student to relate humorous personal experiences in getting the wrong number. Be sure that each student has a telephone directory. Quickly turn through

the books, discussing specific sections (emergency numbers. dialing instructions, yellow pages, list of names and numbers. etc). Explain that names and companies are listed in alphabetical order. On the board, list the names of class members and teacher. Ask the class to make a new list showing the order in which these names would appear in the directory. Then ask them to look up these names and write the telephone numbers. (If members of your class do not have telephones you will need to have a list of names ready). Explain about unlisted numbers the information operator abbreviations, etc. Plan with your class future activities on the yellow pages, services of the telephone company etc.

A. The student listens in order to follow oral directions proficiently.

B. The student listens as to obtain the main idea from an oral source.

Content

## A. Listening for directions

## LISTENING

Methods

1. Teacher-directed instruction
2. student-directed instruction
3. Tapes
4. Games

Materials and Activities

## Activity:

Set of oral instructions on any of the following matters:

1. bus transportation
2. civil defense information
3. instruction on cooking, sewing, etc.
4. health rules

## Materials:

Tape recorder, records

1. Teacher made
2. Commercial
3. Games
  - a. "Simon Says"
  - b. "Category"

Objective-same as aboveContent

## B. Listening for meaning

Methods

1. Word meaning through context clue.

Materials and Activities:

## Activity:

Teacher reads to class from a familiar source that contains an unfamiliar word whose meaning can be discussed from context. Student tells clue that made the meaning clear.

C. The student listens well enough to grasp the meaning of oral communications.

D. The student listens to develop correct usage well enough to express himself effectively.

(Listening)

<u>Content</u>	<u>Methods</u>	<u>Materials and Activities</u>
B. Meaning con't.	1. Listening to passage on tape to determine difference between fact or fiction.	Materials: 1. tape 2. tape recorder
C. Main idea	1. Selecting main idea from an oral source	Materials: 1. radio 2. T.V. 3. story or article read by teacher 4. filmstrip with recording.
D. Correct usage	1. Listening for correct pronunciation 2. Listen for correct grammatical usage	Activity: 1. Call attention to consistency in word patterns 2. Give the correct omitted word in an oral exercise Material: <u>Working with words</u> <u>Working with word</u> <u>pattern</u> <u>My Country</u> Steck Vaughn Co.

## Objectives

- A. The student speaks to participate easily in informal conversation.
- B. The student speaks to ask and answer questions which increase his fluency in English.

Content	(Speaking) Methods	Materials
A. Informal conversation	<ul style="list-style-type: none"> <li>1. Sontaneous conversation from group</li> <li>2. Teacher initiated</li> </ul>	<u>Activity:</u> <u>Group interest</u>
B. Question and answer	<ul style="list-style-type: none"> <li>1. Questions with patterned responses</li> <li>2. Questions with reply based on experience or reading</li> </ul>	Example- What is this? This is a book. What color is the book? The book is red. Example- Questions based on reading lesson or actual pupil experience <u>Reader's Digest Skill Builders</u>  Language Master and teacher made cards

## Objectives

- C. The student speaks to put to service a vocabulary which will fill his needs.
- D. The student speaks to give oral reports which contribute ideas or information.

Content	(Speaking) Methods	Materials and activ.. ties
C. Vocabulary study	<ol style="list-style-type: none"> <li>1. Association of objects with words</li> <li>2. Identification</li> <li>3. Classifying or grouping</li> </ol>	<u>Materials:</u> <ol style="list-style-type: none"> <li>1. Objects</li> <li>2. Pictures</li> <li>3. Filmstrip</li> <li>4. Film</li> <li>5. Overhead projector</li> <li>6. Flash cards (pictures)</li> <li>7. Geometrical shapes</li> </ol> <u>Activities:</u> <ol style="list-style-type: none"> <li>1. Games           <ol style="list-style-type: none"> <li>(a) Guessing games</li> <li>(b) Matching games</li> <li>(c) Classifying games</li> <li>(d) "Pass word"</li> </ol> </li> </ol>
D. Oral reports	<ol style="list-style-type: none"> <li>1. Teacher assigned topics</li> <li>2. Reports to solve a group problem</li> </ol>	<u>Materials:</u> <ol style="list-style-type: none"> <li>1. Current events</li> </ol> <u>Activities:</u> <ol style="list-style-type: none"> <li>1. Relating personal experiences or interests</li> </ol>

## Objectives

E. The student speaks to share ideas in group discussion.

Content	(Speaking) Methods	Materials
E. Group discussion	<ol style="list-style-type: none"> <li>1. Assigned topics</li> <li>2. Discussion of community problems</li> </ol>	<u>Materials:</u> <ol style="list-style-type: none"> <li>1. Current events</li> <li>2. Common problems Examples           <ul style="list-style-type: none"> <li>(a) health and sanitation</li> <li>(b) recreation in the community</li> <li>(c) food price</li> <li>(d) transportation</li> </ul> </li> </ol>

## Objectives

- A. The student practices left to right progression until it becomes automatic.
- B. The student recognizes the letters of the alphabet.
- C. The student uses various methods of attacking words which are unfamiliar to him.

Content	(Reading) Methods	Materials
A. Left to right progression	1. Show and tell the method of direction	<u>Materials:</u> 1. Charts 2. Chalkboards 3. Books 4. 3M- "Basic Reading" (Transparencies or printed originals)
B. Recognition of letters	1. Present capital and small letters at random	<u>Materials:</u> 1. Flash cards 2. Chalkboards
C. Word attack skills	1. Teach sight vocabulary in context  2. Phonetic analysis <ul style="list-style-type: none"> <li>(a) Beginning consonant sounds</li> <li>(b) Vowel sounds               <ul style="list-style-type: none"> <li>(1) Long</li> <li>(2) Short</li> </ul> </li> <li>(c) Consonant blends</li> </ul>	<u>Materials:</u> 1. Picture with story 2. Flash cards  <u>Activities:</u> 1. Matching identical words and phrases 2. Identifying a word on a list called by the teacher  <u>Materials:</u> 1. Flash cards 2. Charts 3. Workbook on basal text 4. Filmstrips 5. Overhead projectors 6. Teacher prepared

materials  
 (a) cards  
 (b) phon-  
 etic  
 wheels  
 (c) charts

Activities:

1. Substituting a beginning consonant to make a new word
2. Adding a consonant blend to complete a word
3. Recognizing final sounds in words
4. Writing in the missing letter in a word
5. Learning the long and short vowel sound
6. Recognizing silent letters in words
7. Finding small words in big words
8. Recognizing hard and soft sounds

3. Structural analysis

- (a) Various forms (suffixes and prefixes)
- (b) Principles of syllabication
- (c) Open and closed syllables

Activities:

- (A) 1. Add suffixes to root of word such as s, ing, ed, er
2. Add prefixes to root words-- such as

re, im  
un

(B) 1. Clap  
syll-  
ables  
in a  
word  
accord-  
ing to  
vowel  
sounds  
heard

(C) 1. Teacher  
prepar-  
ed ex-  
ercises  
that  
could  
be dis-  
cover-  
ed  
through  
sight  
Example  
ba-by  
2. Closed  
syll-  
ables  
Example  
com-  
mon

## Objectives

- A. The student speaks to participate easily in informal conversation.
- B. The student speaks to ask and answer questions which increase his fluency in English.

Content	(Speaking) Methods	Materials
A. Informal conversation	<ol style="list-style-type: none"> <li>1. Spontaneous conversation from group</li> <li>2. Teacher-initiated :</li> </ol>	<b>Activity:</b> <b>Group interest</b>
B. Question and answer	<ol style="list-style-type: none"> <li>1. Questions with patterned responses. reading</li> <li>2. Questions with reply based on experience or reading</li> </ol>	<b>Example-</b> What is this? This is a book. What color is the book? The book is red. <b>Example-</b> Questions based on reading lesson or actual pupil experiences <u>Reader's Digest Skill Builders</u> <b>Language Master</b> <b>and teacher made cards</b>

## Objectives

D. The student acquires a vocabulary which satisfactorily meets his needs.

Content	(Reading)	Materials
Method	"	Activities:
	4. Context clues	1. Read a passage and discover an unknown word through its use
D. Vocabulary building	1. Teach words and meanings which are practical to the student	<u>Activities:</u> 1. Learn practical words submitted by student (a) Words pertaining to job (b) Grocery shopping list (c) Vocabulary used in job and other application forms (d) unfamiliar words taken from newspaper

## Objectives

D. The student develops the ability to locate information from a variety of sources.

(Reading)

## Content

E. Locating information.

1. Use of the Dictionary.
2. Use of telephone directory.

## Method

## Materials

Activities

1. Arranging words in alphabetical order.
2. To find correct spelling of a word.
3. Use dictionary for translation to English.
4. Use dictionary to find correct pronunciation of words.

Materials

1. Dictionaries
2. Telephone Directories
3. Maps
4. Table of Contents

## Objectives

3. The student comprehends material which is relevant to his needs.

Content	(Reading) Methods	Materials
F. Comprehension	<ol style="list-style-type: none"> <li>1. Silent reading for the purpose of answering questions</li> <li>2. Read to find main ideas</li> <li>3. Read and re-read to find out and make conclusions</li> </ol>	<u>Activities:</u> <ol style="list-style-type: none"> <li>1. Organizing material</li> <li>(a) Sequences of Ideas</li> <li>(b) Outline</li> <li>2. Workbook exercises</li> <li>3. Discussions</li> <li>4. Reporting</li> </ol> <u>Materials:</u> <ol style="list-style-type: none"> <li>1. Textbook</li> <li>2. Workbooks</li> <li>3. Transparencies</li> </ol>

## Objectives

## IV. Writing

## a. Motor skills

1. The student learns enough manuscript writing to fill his needs.
2. The student is able to use cursive writing which is legible.

Content	(Writing) Methods	Materials
1. Manuscript writing	<ol style="list-style-type: none"> <li>1. Mechanical procedure           <ol style="list-style-type: none"> <li>(a) Correct posture</li> <li>(b) Correct hand position</li> </ol> </li> <li>2. Learn the basic strokes, curves, lines, alignment, size, spacing---</li> </ol>	<u>Materials:</u> <ol style="list-style-type: none"> <li>1. paper, pencil, board, chalk</li> <li>2. Writing textbook</li> <li>3. Workbook</li> </ol> <u>Activities:</u> <ol style="list-style-type: none"> <li>1. Practice on board</li> <li>2. Practice on paper</li> </ol>
2. Cursive writing	<ol style="list-style-type: none"> <li>1. Learning basic writing strokes</li> <li>2. Learning to form and connect letters</li> <li>3. Improving legibility of cursive writing</li> </ol>	<u>Activities:</u> <ol style="list-style-type: none"> <li>1. Drill and practice on formation of letters</li> <li>2. Writing one's name</li> <li>3. Writing words</li> <li>4. Writing sentences</li> <li>5. Writing checks</li> </ol>

## Objectives

## B. Composition

1. The student constructs sentences beginning with the simple and progressing to the more complex.

Content	(Composition)	Methods	Materials
1. Sentence construction	<ol style="list-style-type: none"> <li>1. Show or present a simple sentence pattern</li> <li>2. Motivate sentence construction by use of meaningful lectures</li> <li>3. Use vocabulary or spelling to construct sentences</li> </ol>	<u>Activities:</u> <ol style="list-style-type: none"> <li>1. Have students construct sentences following a pattern</li> <li>2. Have students construct sentences to describe a picture</li> <li>3. Have students construct sentences using new vocabulary words</li> <li>4. Unscramble words to construct sentences</li> <li>5. Have the student complete sentences by filling in the missing word or words</li> </ol> <u>Materials:</u> <ol style="list-style-type: none"> <li>1. Picture books</li> <li>2. Work books</li> <li>3. Sentence strips</li> <li>4. Commercial games</li> </ol>	

## Objectives

2. The student learns enough grammar to adequately meet the standards of his level

Content	(Composition)	Materials
Methods		
a. Capitalization	<ol style="list-style-type: none"> <li>1. Teach that names of people and places must be capitalized</li> <li>2. Teach that all sentences begin with capital letters</li> <li>3. The word 'I' is always capitalized</li> <li>4. The day of the week and months of the year are capitalized</li> </ol>	<u>Activities:</u> <ol style="list-style-type: none"> <li>1. Teach simple rules, then follow up with an exercise to reinforce learning</li> </ol> <u>Materials:</u> <ol style="list-style-type: none"> <li>1. Workbooks</li> <li>2. Charts</li> <li>3. Filmstrips</li> <li>4. Textbook</li> </ol>
b. Punctuation	<ol style="list-style-type: none"> <li>1. Teach use of period, question mark, exclamation point</li> <li>2. Teach use of comma</li> </ol>	<u>Activities</u> <ol style="list-style-type: none"> <li>1. Teach rules, then follow up with an exercise to reinforce learning</li> </ol> <u>Materials:</u> <ol style="list-style-type: none"> <li>1. Workbooks</li> <li>2. Filmstrips</li> <li>3. Teacher-made exercises</li> <li>4. Charts</li> <li>5. Magnetic board</li> </ol>
c. Singular and plurals	<ol style="list-style-type: none"> <li>1. Teach singular nouns, then make plurals by adding <u>s</u> and <u>es</u></li> <li>2. Teach some singular and plural verb forms</li> <li>3. Teach correct agreement between nouns and verbs</li> </ol>	<u>Activities:</u> <ol style="list-style-type: none"> <li>1. Give list of singular words let student add <u>s</u> to form plural words</li> <li>2. Give list of words ending in <u>ch</u>, <u>sh</u>, and <u>x</u> and</li> </ol>

have students add es to form plural

3. Do work-book activities such as "filling blanks"

**d. Subject and predicate**

1. Matching two parts of a sentence to make it meaningful
2. Show that a sentence must have a name word and an action word

**Activities:**

1. Print phrases on sentence strips to be put together to make a sentence
2. Filling blank exercises
3. Use of overhead projector

**Materials:**

1. Workbook
2. Sentence strips
3. Transparencies

**e. Three verb tenses**

Teach verb tenses as need arises

**Activities:**

1. When the question of the third person singular arises, conjugate the verb being used, and give examples
2. Introduce other tenses as the need arises

**3. Comparison**

1. Teach the er and est forms of comparison
2. Teach irregular forms of comparison

**Activities:**

1. Have three people stand and teacher says "you are tall, you are

taller  
and you are  
the tall-  
est.

2. Examples:  
Cherry pie  
is good.  
Apple pie  
is better.  
Pecan pie  
is best.  
(Bad-  
worse-  
worst)

## Objectives

C. The student spells correctly those words required for successful communication.

Content	(Spelling) Methods	Materials
C. Spelling	<ol style="list-style-type: none"> <li>1. Teach students to listen for sounds in words</li> <li>2. Teach students that they must know the letters which stand for the sounds</li> <li>3. Teach the student to look at the words to see if they are spelled the way they sound</li> <li>4. Teach student that some words are not spelled as they sound</li> </ol>	<p><u>Activities:</u></p> <ol style="list-style-type: none"> <li>1. Spelling games such as anagrams, "Scrabble"</li> <li>2. Crossword puzzles</li> <li>3. Use of dictionary to check on misspelled words</li> </ol> <p><u>Materials:</u></p> <ol style="list-style-type: none"> <li>1. Textbook</li> <li>2. Workbook</li> <li>3. Chalk board</li> <li>4. Flash cards</li> </ol>

## Objectives

E. The student develops the ability to locate information from a variety of sources.

Content	(Reading) Methods	Materials
E. Locating information	1. Use of the dictionary 2. Use of telephone directory	<u>Activities:</u> 1. Arranging words in alphabetical order. 2. To find correct spelling of a word 3. Use dictionary for translation to English 4. Use dictionary to find correct pronunciation of words <u>Materials:</u> 1. Dictionaries 2. Telephone directories 3. Maps 4. Table of contents

## Objectives

F. The student comprehends material which is relevant to his needs.

Content	(Reading) Method	Materials
F. Comprehension	<ol style="list-style-type: none"><li>1. Silent reading for the purpose of answering questions</li><li>2. Read to find main ideas</li><li>3. Read and re-read to find out and make conclusions</li></ol>	<p><u>Activities:</u></p> <ol style="list-style-type: none"><li>1. Organizing material</li><li>(a) Sequence of ideas</li><li>(b) Outline</li></ol> <ol style="list-style-type: none"><li>2. Workbook exercises</li><li>3. Discussions</li><li>4. Reporting</li></ol> <p><u>Materials:</u></p> <ol style="list-style-type: none"><li>1. Textbook</li><li>2. Workbooks</li><li>3. Transparencies</li></ol>

## IV. Writing

## A. Motor Skills

1. The student learns enough manuscript writing to fill his needs.
2. The student is able to use cursive writing which is legible.

Content	(Writing) Methods	Materials
1. Manuscript writing	<ol style="list-style-type: none"><li>1. Mechanical procedure<ol style="list-style-type: none"><li>(a) Correct posture</li><li>(b) Correct hand position</li></ol></li><li>2. Learn the basic strokes, curves, lines, alignment, size, spacing---</li></ol>	<u>Materials:</u> <ol style="list-style-type: none"><li>1. Paper, pencil, board, chalk</li><li>2. Writing textbook</li><li>3. Workbook</li></ol> <u>Activities:</u> <ol style="list-style-type: none"><li>1. Practice on board</li><li>2. Practice on paper</li></ol>
2. Cursive writing	<ol style="list-style-type: none"><li>1. Learning basic writing strokes</li><li>2. Learning to form and connect letters</li><li>3. Improving legibility of cursive writing</li></ol>	<u>Activities:</u> <ol style="list-style-type: none"><li>1. Drill and practice on formation of letters</li><li>2. Writing one's name</li><li>3. Writing words</li><li>4. Writing sentences</li><li>5. Writing checks</li></ol>

## Objectives

## B. Composition

1. The student constructs sentences beginning with the simple and progressing to the more complex.

Content	(Composition) Methods	Materials
1. Sentence construction	<ol style="list-style-type: none"> <li>1. Show or present a simple sentence pattern</li> <li>2. Motivate sentence construction by use of meaningful pictures</li> <li>3. Use vocabulary or spelling to construct sentences</li> </ol>	<u>Activities:</u> <ol style="list-style-type: none"> <li>1. Have students construct sentences following a pattern</li> <li>2. Have students construct sentences to describe a picture</li> <li>3. Have students construct sentences using new vocabulary words</li> <li>4. Unscramble words to construct sentences</li> <li>5. Have the student complete sentences by filling in the missing word or words</li> </ol> <u>Materials:</u> <ol style="list-style-type: none"> <li>1. Picture books</li> <li>2. Work books</li> <li>3. Sentence strips</li> <li>4. Commercial games</li> </ol>

## Objectives

2. The student learns enough grammar to adequately meet the standards of his level.

Content	(Composition)	Methods	Materials
a. Capitalization	<ul style="list-style-type: none"> <li>1. Teach that names of people and places must be capitalized</li> <li>2. Teach that all sentences begin with capital letters</li> <li>3. The word "I" is always capitalized</li> <li>4. The days of the week and months of the year are capitalized</li> </ul>	<u>Activities:</u> <ul style="list-style-type: none"> <li>1. Teach simple rules, then follow up with an exercise to reinforce learning.</li> </ul> <u>Materials:</u> <ul style="list-style-type: none"> <li>1. Workbooks</li> <li>2. Charts</li> <li>3. Filmstrips</li> <li>4. Textbook</li> </ul>	
b. Punctuation	<ul style="list-style-type: none"> <li>1. Teach use of period, question mark, exclamation point</li> <li>2. Teach use of comma</li> </ul>	<u>Activities:</u> <ul style="list-style-type: none"> <li>1. Teach rules, then follow up with an exercise to reinforce learning</li> </ul> <u>Materials:</u> <ul style="list-style-type: none"> <li>1. Workbooks</li> <li>2. Filmstrips</li> <li>3. Teacher-made exercises</li> <li>4. Charts</li> <li>5. Magnetic board</li> </ul>	
c. Singular and plurals	<ul style="list-style-type: none"> <li>1. Teach singular nouns, then make plurals by adding <u>s</u> and <u>es</u></li> <li>2. Teach some singular and plural verb forms</li> <li>3. Teach correct agreement between nouns and verbs</li> </ul>	<u>Activities:</u> <ul style="list-style-type: none"> <li>1. Give list of singular words --let student add <u>s</u> to form plural words</li> <li>2. Give list of words ending in <u>ch-</u> <u>sh-</u> and <u>x</u> and</li> </ul>	

## Objectives

## I. Listening

- A. The student listens in order to follow oral directions proficie proficiently.
- B. The student listens so as to obtain the main idea from an oral source.
- C. The student listens well enough to grasp the meaning of oral communications.
- D. The student listens to develop correct usage well enough to express himself effectively.

Content	Methods/Activities	Suggested Materials
Following directions	<p>Teacher reads a selection and student fills in workbook exercises</p> <p>Student reads a selection and class follows his oral directions</p> <p>Teacher plays tapes and students follow given instructions</p> <p>Games ("Simon Says")</p> <p>Practical applications (Teacher reads directions from patterns, food containers, etc. and student tells what he is to do)</p>	<p>SRA <u>Listening Skill-Builders</u></p> <p>Merrill <u>Skiltapes</u></p> <p>Barnell-Loft <u>Specific Skills Series</u></p> <p>Educational Developmental Laboratories <u>Listening Tapes</u></p> <p>Teacher-made tapes</p> <p>Filmstrips</p>
Main ideas	<p>Teacher reads selection and student fills in workbook exercises</p> <p>Teacher or student reads orally a selection and students identify main idea (Student writes title for selection)</p> <p>Teacher plays tapes or records and students follow directions for identifying main idea</p> <p>Activity: Students write headlines for short news stories</p>	<p>Barnell-Loft <u>Specific Skills Series</u></p> <p>Scott Foresman <u>Basic Reading Skills</u></p> <p>Newspapers</p> <p>Educational Developmental Laboratories <u>Study Skills</u></p> <p>Filmstrips</p> <p>Teacher-made tapes</p> <p>Scholastic <u>Scope</u> material</p>

## Objectives

- A. The student listens in order to follow oral directions proficiently.
- B. The student listens so as to obtain the main idea from an oral source.
- C. The student listens well enough to grasp the meaning of oral communications.
- D. The student listens to develop correct usage well enough to express himself effectively.

Content	Methods/Activities	Suggested Materials
Meaning	Teacher or student reads orally, and student fills in workbook exercise	Educational Developmental Laboratories <u>Study Skills</u>
	Teacher plays tape or records and student tells meaning of selection	Charles Merrill <u>Skiltapes</u>
	Teacher shows filmstrip and reads captions. Student tells meaning	Scott Foresman <u>Basic Reading Skills</u>
Correct usage	Students listen to records, tapes to become familiar with correct usage	Scholastic <u>Scope</u> material
	'Buddy' system	<u>Learn to Read, Write and Spell Series</u>
	Drill	Filmstrips
		Webster <u>New Practice Readers</u>
		Teacher-made tapes
		Records
		<u>Harr-Wagner Spoken English</u>
		<u>Harr-Wagner Oral Exercises</u>

## Level II

## Objectives

## II. Speaking

- A. The student speaks to share ideas in group discussion
- B. The student speaks to participate easily in informal conversation
- C. The student speaks to put to service a vocabulary which fills his needs
- D. The student speaks to give oral reports which contribute ideas or information

Content	Methods/Activities	Suggested Materials
Informal conversation	Teacher-directed conversation	American Newspaper Publishers Association material
	Student-directed conversation	<u>Follett Systems for Success</u>
Vocabulary	Teacher puts vocabulary lesson on tape	<u>Follett Communication Series</u>
	Tachistoscope	Teacher-made word lists
	Teacher directs oral drill on word meanings	Commercial word lists
	Games	Student-made word lists
	Teacher assigns suitable words and student uses them in sentences	Teacher-made Language Master cards
	Language Master	Commercial Language Master cards
		Tachistoscope - with teacher-made or commercial reels
Group discussion	Teacher-directed discussion	Tape recorder and teacher-made tapes
	Student-directed discussion	Materials for background (material will vary according to the situation)
		Rape recorder and student-made tapes

## Objectives

## II. Speaking

- A. The student speaks to share ideas in group discussion
- B. The student speaks to participate easily in informal conversation
- C. The student speaks to put to service a vocabulary which fills his needs
- D. The student speaks to give oral reports which contribute ideas or information

Content	Methods/Activities	Suggested Materials
Oral reports	Teacher-assigned oral reports	Tape recorder and teacher-made tapes
	Student-chosen oral reports	Materials for background (material will vary according to the situation)
	Informal oral reports	
	Formal oral reports	Tape recorder and student-made tapes
	Student tapes oral reports for class evaluation	

## Objectives

## III. Reading

- A. The student uses various methods of attacking unfamiliar words.
- B. The student acquires a vocabulary which satisfactorily meets his needs.
- C. The student develops the ability to locate information from a variety of sources.
- D. The student comprehends material which is relevant to his level.
- E. The student reads a variety of materials which widen his range of interests and refine his tastes.

Content	Methods/Activities	Suggested Materials
word attack syllabication prefixes - suffixes structural analysis context word analysis (phonetic)	Teacher directs oral drill Teacher directs written drill Student uses flash cards ("buddy" system) Teacher uses charts Student fills in work-book exercises Games (Phonetic Bingo, Word Families)	Follett material Scott Foresman <u>Basic Skills in Reading</u> Merrill <u>Skilttexts</u> Educational Developmental Laboratories <u>Go</u> magazines SRA Word Games Lab. Follett <u>Systems for Success</u> Milton Bradley games Teacher-made games Follett Communications Dalch material Steck Vaughn <u>Phono-Word Wheels</u>
Vocabulary	Teacher directs oral drill Teacher directs written drill Student fills in work-book exercises	Tach X Educational Developmental Laboratories <u>Word Clues</u> Reader's Digest <u>Skill Builders</u>

## Level II

## Objectives

## III. Reading

- A. The student uses various methods of attacking unfamiliar words.
- B. The student acquires a vocabulary which satisfactorily meets his needs.
- C. The student develops the ability to locate information from a variety of sources.
- D. The student comprehends material which is relevant to his level.
- E. The student reads a variety of materials which widen his range of interests and refine his tastes.

<u>Content</u>	<u>Methods/Activities</u>	<u>Suggested Materials</u>
Vocabulary (cont.)	Games ("Anagrams; Junior Scrabble") Students work crossword puzzles Teacher-directed dictionary activities Teacher puts vocabulary lesson on tape Language - Master with commercial or teacher-made cards Synonym - antonym exercises	Ditch Basic Vocabulary test ANPA material Bruce Basic Life Vocabulary Mott Basic Service Words Teacher-made lists Student-made lists Functional sources (newspapers, magazines, appliance manuals, bill boards) Scholastic <u>Scope</u> materials Merrill <u>Skiltexts</u> Transparencies Tape recorder and teacher-made tapes
Locating information	Teacher-directed dictionary drills and games	Dictionaries

## Objectives

## III. Reading

- A. The student uses various methods of attacking unfamiliar words.
- B. The student acquires a vocabulary which satisfactorily meets his needs.
- C. The student develops the ability to locate information from a variety of sources.
- D. The student comprehends material which is relevant to his level.
- E. The student reads a variety of materials which widen his range of interests and refine his tastes.

<u>Content</u>	<u>Methods/Activities</u>	<u>Suggested Materials</u>
Locating information (cont.)	Students fill in workbook exercises  Class visits library  Teacher makes library assignments  Class becomes familiar with newspaper  Map and globe activ- ities	Barnell-Loft <u>Specific</u> <u>Skills</u>  Encyclopedias  Maps and globes  Functional sources (telephone direc- tories, newspapers)  ANPA material
Comprehension	Student reads selec- tions and completes comprehension checks  Student summarizes material  Student reads and dis- cusses selection  Teacher tapes selec- tion and tests stu- dent comprehension	Merrill <u>Skilttexts</u>  Educational Develop- mental Laboratories Controlled Reader material (Adult Series)  Scott Foresman <u>Basic</u> <u>Reading Skills</u>  Readers Digest <u>Skill</u> <u>Builders</u>  Mott material

## Objectives

## III. Reading

- A. The student uses various methods of attacking unfamiliar words.
- B. The student acquires a vocabulary which satisfactorily meets his needs.
- C. The student develops the ability to locate information from a variety of sources.
- D. The student comprehends material which is relevant to his level.
- E. The student needs a variety of materials which widen his range of interests and refine his tastes.

Content	Methods/Activities	Suggested Materials
Comprehension (cont.)		Educational Developmental Laboratories <u>Go</u> magazines
		Steck Vaughn <u>Activities for Reading</u>
		Tape recorder and teacher-made tapes
Discrimination	<p>Student reads and, with teacher guidance develops ability to recognize tone and mood of writer, quality of expression, inferences and assumptions, distinguish fact and opinion, make judgments</p> <p>Student brings to class examples of types of propaganda</p> <p>Teacher provides a variety of reading materials and time for free reading</p>	<p>Scott Foresman <u>Tactics in Reading</u></p> <p>Educational Developmental Laboratories <u>Study Skills</u></p> <p>Selections from anthologies</p> <p>Newspapers, magazines</p> <p>ANPA material</p> <p>SRA <u>Pilot Library</u></p> <p>Academic paperbacks</p> <p>Webster <u>Everyreader Series</u></p> <p><u>Literary Sampler</u></p>

Content	Methods/Activities	Suggested Materials
Discrimination (continued)		Springboards <u>Webster New Practice Reader</u> Magazines, newspapers paperback books

## Level II

## Objectives

## IV. Writing

- A. Motor skills
  - 1. The student is able to write legibly
- B. Composition
  - 1. The student constructs sentences, beginning with the simple and progressing to the more complex.
  - 2. The student writes paragraphs which express his thoughts correctly.
  - 3. The student learns enough grammar to adequately meet the standards of his level.

Content	Methods/Activities	Suggested Materials
Improving cursive writing	Student practices	<u>Autokinetic Methods</u> sheets
		<u>Steck Vaughn Cursive Writing Series</u>
		<u>Learn to Read, Write, and Spell Series</u>
Composition		
Sentence construction	Students play games	<u>Dalch Sentence Builders</u>
	Teacher and students make experience charts	Teacher-made sentence strips
	Teacher-directed drill (oral or written) - use vocabulary words	<u>Harr-Wagner Exploring English</u>
		<u>Merrill Building Language Power Series</u>
		<u>Economy Guide to Better English</u>
		<u>Follett Systems for Success</u>
		Notet material
		<u>Follett Communications</u>

## Level II - Writing (continued)

Content	Methods/activities	Suggested Materials
Paragraph development Topic sentence Supporting details	Teacher reads examples of good paragraphs and pupils identify topic sentences  Student practices writing good paragraphs	Merrill <u>Skiltexts</u> Newspapers  Economy <u>Guide to Better English</u>  Merrill <u>Design for Reading</u>  Follett <u>Success in Language</u>  Filmstrips  Transparencies
Letters Business Friendly	Teacher shows filmstrips to be followed by class discussion and writing  Students write letters with teacher guidance	Posters Transparencies Filmstrips
Grammar Parts of speech Types of sentences Verb usage Punctuation commas quotation marks Capitalization	Oral drill  Workbook exercises	Economy <u>Guide to Better English</u>  Posters (teacher made or commercial)  Harr-Wagner <u>Exploring English</u>  Merrill <u>Building Language Power Series</u>  Filmstrips  Transparencies
Spelling	Student practice	Webster - <u>Dr. Spello</u>

## Level II - Writing (continued)

Content	Methods/Activities	Suggested Materials
Spelling (cont.)	"Buddy" system using Language Master	Webster <u>Word Wheels</u> <u>SRA Spelling Lab</u> <u>EDL Spelling Series</u> <u>Falllett Systems</u> <u>for Success</u>
	Teacher puts spelling lesson on tape	Tackistoscope using commercial or teacher made reels.
	Games	Tape recorder and teacher made tapes.
	Teacher shows filmstrips Word analysis for meaning, pronunciation syllabication, and forms	Mott materials Commercial lists Teacher made lists Pupil made lists Commercial and teacher made games <u>Learn to Read,</u> <u>Write, and Spell</u> Series

## LEVEL III GRAMMAR

## OBJECTIVES

The student learns enough grammar to adequately meet the standards of his level.

## CONTENT

## METHODS

## MATERIALS

I. Grammar  
A. Capitalization

Workbook Activities  
List common and proper nouns.  
Learn basic rules for capitalization.

Language Exercise  
Green Book  
Steck Vaughn Co.  
Austin, Texas  
pp. 3-5

## B. Punctuation

Punctuation usage  
Drill Book exercise

Language Exercise  
Green Book  
Steck Vaughn Co.  
Austin, Texas  
p. 12

## C. Abbreviations

Use days of the week, months, titles, etc.

Language Exercise  
Green book  
Steck Vaughn Co.  
Austin, Texas  
noun, pronoun, verb  
pp. 39, 43, 49, 60,  
61, and 62  
pronoun-- pp. 63-80  
verb--pp. 81-96

## D. Parts of Speech

A. Principal  
1. noun  
2. pronoun  
3. verb

Discuss definitions  
Give examples  
Oral activities  
Drill

## OBJECTIVES

The student learns enough grammar to adequately meet the standards of his level.

## CONTENT

METHODS/  
ACTIVITIES

SUGGESTED  
MATERIALS  
(See Level II for  
Additional  
Material)

B. Modifiers  
1. adjective  
2. adverbs

Discuss definitions  
Give examples  
Oral activities  
Drill

Language Exercises  
Steck Vaughn Co.  
Austin, Texas  
Green Book  
pp. 100-106  
pp. 107-110

C. Connectives  
1. prepositions  
2. conjunctions

Discuss definitions  
Give examples  
Oral activities  
Drill

Language Exercises  
Steck Vaughn Co.  
Austin, Texas  
Green Book  
pp. 50-54

D. Independent  
1. Interjection

Discuss definition  
Give example  
Oral activities  
Drill

Review Parts of  
Speech  
Use different colors  
of construction  
paper cut into 3"  
squares. Let each  
square represent a  
part of speech. On  
additional squares of  
the same colors, list  
word that corresponds  
with each part of  
speech.

## OBJECTIVES

The student learns enough grammar to adequately meet the standards of his level.

The student constructs sentences, beginning with the simple and progressing to the more complex.

CONTENT	METHODS/ ACTIVITIES	SUGGESTED MATERIALS (See Level II for additional material)
	Recognition of parts of speech	Using Language Rules Steck Vaughn Co. pp. 31-32 Language Book Seven Steck Vaughn Co. pp. 108-109
E. The Sentence	Define each kind Explain punctuation for sentence endings.	Language Exercises Steck Vaughn Co. Green Book p. 32.
1. Classification	Workbook Exercises Have students identify kinds of sentences from other reading sources	Language Exercises Steck Vaughn Co. Green Book pp. 32-33. History books, newspapers, etc.
a. declarative b. imperative c. interrogative d. exclamatory		
2. Structure	Review subject and predicate. Use drill activities.	Language Exercises Steck Vaughn Co. Green Book pp. 34-36
a. simple sentence b. compound c. complex d. clause	Define each Give examples. Have students write examples on the board Drill work activities	Language Exercises Green Book Steck Vaughn Co. pp. 37-38
		Language Exercises Green Book Steck Vaughn Co. pp. 58-59
		Language Book Seven Steck Vaughn Co. p. 111

## CONTENT

METHODS/  
ACTIVITIESSUGGESTED  
MATERIALS(See Level II for  
additional material)3. Sentence  
Improvement

Give short choppy sentences that are closely related and have students improve them by combining them into longer sentences. Combine short choppy sentences by using compound subjects and compound predicate verbs. Choppy sentences may be combined into one effective sentence by using and, or, or but. Show variety of sentence order.

Language Book Seven  
Steck Vaughn Co.  
p. 20.

## OBJECTIVES

To develop skills in pronunciation, enunciation, and articulation so that the student will be able to speak and understand with ease.

## CONTENT

METHODS/  
ACTIVITIESSUGGESTED  
MATERIALS

(See Level II for additional material)

## II. Dictionary Study

## A. Contractions

Show how two words are joined together by omitting a letter or letters.  
Use an apostrophe (' ) to show a letter or letters omitted.  
Drill work.

Language Book Seven  
Steck Vaughn Co.  
pp. 34-35

## B. Prefixes and Suffixes

Review  
Introduce new prefixes and suffixes and explain.

The Language Exercises. Green book  
Steck Vaughn Co.  
pp. 28-29

The Magic World of Dr. Spello  
pp. 64-71

## C. Pronunciation and definitions

Divide words into syllables.  
Provide words from famous American documents.  
Give the origin of words.  
Drill exercises.  
Have students bring difficult words to class for discussion.

Language Exercises  
Steck Vaughn Co.  
pp. 22-23  
Green book

Language Exercises  
Green Book  
Steck Vaughn Co.  
pp. 47-49.

D. Synonyms  
E. Antonyms  
F. Homonyms

Discuss the meaning of synonyms, antonyms, and homonyms.

Language Exercises  
Green Book  
Steck Vaughn Co.  
pp. 14-21

Language Book Seven  
Steck Vaughn Co.  
pp. 51-54

## CONTENT

METHODS/  
ACTIVITIES

SUGGESTED  
MATERIALS  
(See Level II for  
additional material)

## G. Homograph

Introduce homographs as a word spelled like another word, but has a different meaning and a different derivation.

Language Book Eight  
Steck Vaughn Co.  
pp. 42-44

## III. Spelling

Compile a spelling word list which is applicable to your vicinity.  
Refer to spelling list of 100 words.  
Compile a list of words from class reading, science, daily reading, etc.

World Book  
Encyclopedia

## LEVEL III SPEAKING

## OBJECTIVES

The student will learn enough grammar to adequately meet the standards of his level.

The student writes paragraphs which express his thoughts effectively.

CONTENT	METHODS/ ACTIVITIES	SUGGESTED MATERIALS (See Level II for additional material)
IV. Outlining A. Kinds of outlines B. Forms	Discuss the purposes of outlines. Outline the main ideas of a short paragraph. Outline a chapter from the American History Book.	Language Book Seven Steck Vaughn pp. 114-115
V. Paragraph Writing A. The Order	Discuss the order of the paragraph. Discuss the topic and summary sentence.	Language Book Seven Steck Vaughn Co. p. 117
B. Types of paragraphs 1. explanation 2. description 3. narration 4. conversation	Locate types of paragraphs in reading. Use transitional words to develop better paragraphs. Have them select transitional words from their readings.	Language Book Eight Steck Vaughn Co. pp. 133-137
VI. Letter Writing A. Business letters 1. Parts of a letter 2. Form B. Social letters 1. Parts of a letter 2. Form	Discuss the kinds of letter writing. Show sample of each. Have students write their Congressman. Have them write a friendly letter.	Language Book Seven-Steck Vaughn Co. pp. 117-120.
		Language Book Seven Steck Vaughn Co. p. 121.
		Language Exercises Green Book Steck Vaughn Co. pp. 113-116

## OBJECTIVES

## LEVEL III

The student speaks to share ideas in group discussions.  
 The student participates easily in informal conversations.  
 The student puts to service a vocabulary which will fill his needs.  
 The student speaks to give oral reports which contribute ideas or information.

Content	Methods/Activities	Suggested Materials (See Level II for additional materials)
VIII. Speaking	Student - directed	
A. Informal Conversation	Teacher - directed Teacher plays tapes or records for class discussion.	Teacher made or commercial tapes Records
B. Group Discussion	Discuss current events	Newspapers, radios, television programs
C. Vocabulary	Teacher-guided activities Student-directed activities Teacher tapes vocabulary	Teacher made lists Student made list
D. Oral Reports	Oral practice in using newly acquired words. Language master	Teacher-made or commercial cards. (Background material will vary)

## OBJECTIVES

## LEVEL III

The student listens in order to follow directions proficiently.

The student listens so as to obtain the main idea from oral sources.

The student listens well enough to grasp the meaning of oral communication.

The student listens to develop correct usage well enough to express himself effectively.

The student listens to differentiate between levels of reading.

Content	Methods/Activities	Suggested Materials (See level II for additional materials)
VII. Listening :	Teacher makes tapes giving directions.	Merrill Skiltapes
A. Following directions	Teacher plays commercial tapes.	E.D.L. Listening Skills
	Teacher reads selections and gives oral directions for exercises.	S.R.A. Listening Skills Builders
	Teacher reads directions and students summarize.	Teacher made tapes Patterns, food containers, tax forms, etc.
B. Main Idea	Students discuss main idea. Teacher tapes selections and student fills in work-book exercises. Students write headlines for short news stories read by the teacher.	Barnell-Loft Specific Skills Series Scott Foresman Basic Reading Skills Webster New Practice Readers E.D.L. Study Skills Filmstrips Scholastic Scope material Learn to <u>Read</u> , <u>Write</u> , & <u>Spell</u> Newspapers
C. Meaning	Teacher or students read orally and student fills in workbook exercises. Teacher reads and asks questions. Teacher plays tapes or records, and students tell meaning.	E.D.L. Study Skills Merrill Skilltapes Scott Foresman Basic Reading Skills Scholastic Scope Material Learn to Read, Write & Spell Series Webster New Practice Reader
D. Usage	Students listen to teacher and each other for usage. Teacher plays tapes and records to familiarize students with correct usage. "Buddy" System - Drill	Teacher madr or commercial tapes. Harr Wagner-Spoken English Harr Wagner-Oral Drill

Content	Methods/Activities	Suggested Materials (See Level II for additional materials)
E. Discrimination	Teacher or student make tapes to show mood, change or emphasis of speaker. Students listen to records and identify mood of speaker.	Teacher made or student made tapes Records

## OBJECTIVES

## LEVEL III

Reading

The student develops the ability to locate information from a variety of sources.

The student comprehends material which is relevant to his level.

The student reads a variety of materials which widen his range of interests and refine his tastes.

Content	Methods/Activities	Suggested Materials (See level II for additional material)
IX. Reading A. Locating Information	Assign reading from history books, newspapers, etc. Give oral and written reports from reading selections.	<u>American History Book</u> News For You Local newspapers Library Resources
B. Comprehension	Discuss terms in reading Use crossword puzzles Have students use unfamiliar terms in their own creative writing.	

## "BRIGHT IDEAS"

### Mott Basic Numbers and Money Scholastic series - Better Buymanship

#### General

Tape recorders can be used for vocabulary study in any subject matter area.

Language masters can be used individually for vocabulary in any subject areas. Also, it can be used with "buddy system" for spelling words in any subject areas.

Teacher made reels can be used to increase vocabulary in any subject matter area.

If the overhead is fitted with an acetate roll, the student interest can be increased when the student uses this himself to work math problems or write sentences.

Flash cards for student use - "buddy system" - to teach alphabet, based on pictures and letters shown in Laubach Literary materials.

Make a file on local resource people who are willing to speak to the group - bring collections or materials to display.

#### Math

Use tachistoscope with teacher made or commercial materials.

Make grocery lists and figure costs.

Figure change using bills of different denominations.

Plan a major purchase and use newspaper ads for comparative shopping.

Figure the actual cost of major purchase at a chain store using their interest on time payment plans.

Figure actual interest using examples from:

Car dealers

Banks

Loan companies, etc.

Any dealer should be glad to send a representative to explain financing through their businesses.

Materials

Follett Systems for Success  
Figure It Out  
Fearon Using Dollars and Sense

Field trips as a group

1. School board meeting
2. Newspaper plant
3. Concerts
4. Museums
5. Movies
6. Community governing body
7. Local manufacturing
8. Post Office
9. Hospital

Speakers from:

1. Job placement - T.E.C., private agencies
2. Local government
3. Bar Association
4. Income tax
5. Civil Defense

Suggestions

1. Field trips to movies, museums and community concerts.
2. Create a class library consisting of paperback books contributed by class members.
3. Setting up mock elections in class.
4. Fill voter's registration forms in class.
5. Have students compile a list of welfare agencies.
6. Utilize community resources such as: Doctors, Lawyers, Highway Patrol, Police, Bank President, Ministers, etc.
7. Discuss rules of Parliamentary procedures.
8. Social graces.
9. Set up a system of awards upon graduation.
10. Have representatives of the employment agencies to come and speak to the class on job opportunities, requirements, salary, etc.
11. Dress for different occasions.
12. Plan frequent social functions with class.

Students are able to improve their formal and informal conversation by taping their voices and then listening to the playback of the tapes.

Public Speaking was encouraged by letting the pupils discuss some subject they were interested in. We found that these pupils immediately used all references made available.

## COMMUNICATIONS

## Suggestions for Workshop

1. Screen speakers more carefully for positive attitudes and for knowledge and experience in ABE field.
2. Arrange for "shop-talk" sessions on techniques.
3. Reserve housing for ABE workshop so participants and the facilities will not be scattered. (This would alleviate crowding in the dining room.)
4. Night sessions would not be objectionable if there was some free time at hours when the bookstores and post office, etc. were open.
5. Materials should be more relevant to our area.
6. Requirements of the agency should be set before the workshop begins.

## INTRODUCTION

In-service education programs for teachers are basic and imperative parts of any well-rounded education program. The major objective of an Adult Basic Education In-service program is to enrich the capabilities of teachers in order for them to provide and meet the needs and challenges encountered in programs of adult education.

Included herein are guidelines that will provide a direction for such a program in the form of objectives and in-service procedures.

## IN-SERVICE

The ABE In-service program is designed to provide the opportunity for those persons engaged in the teaching of adults to:

- A. Become acquainted with the aims and objectives of the ABE program.
- B. Learn the methods and techniques which may be used to achieve these goals.
- C. Develop new devices which may assist teachers in becoming better agents for attitude and behavior change in students.
- D. Employ a system of evaluation which measures the goals achieved and indicate the probable success of the student when removed from classroom situations.
- E. Aid the teacher in selection, development and utilization of material and equipment necessary in accomplishing the goals of the ABE program.
- F. Provide sufficient information concerning the administrative duties and responsibilities of those engaged in ABE activities.

As in most in-service programs, this program is designed to be group centered or individually oriented. Whenever persons in the adult-teacher learning situation become aware of a problem, In-Service Training is in order.

## IN-SERVICE TRAINING FOR ABE TEACHERS

I. Teacher orientation: A basic must when engaged in the task of educating adults. It is imperative that ABE teachers are well versed in areas of need and desire of the adult student.

A. New teachers

1. The characteristics of the adult learners and what appeals to them
  - a. Mental
  - b. Physical
  - c. Psychological
2. The aims and objectives of the ABE program
3. Methods of establishing teacher and student rapport
  - a. The role of the teacher as a leader
  - b. The first class meeting
  - c. The teacher's attitude toward the ABE program and its students
  - d. Provide adequate and sufficient counseling
  - e. Improvement of attendance through the creation of interest among students.
4. Visitation of ABE classes conducted by experienced teachers

B. The orientation for all teachers should include:

1. Innovations
  - a. Utilization of experienced ABE teachers

- b. Resource specialist
- c. Visitation among teachers to observe:

- 1. Techniques
- 2. Student behavior
- 3. Student attitudes
- 2. Data reporting and policy procedures
- 3. Points concerning student recruiting
- 4. Pre-determination of class size

II. Instructional Methods and Techniques----Unlike teaching children, the ABE teacher must establish and use a method of teaching that appeals to the adult student.

A. Established teaching techniques

- 1. Telling
- 2. Showing
- 3. Doint
- 4. Group instruction
- 5. Individual instruction
- 6. Other methods

B. Discussion techniques

- 1. Information presented for clarification of a given problem
- 2. Application to a specific task including:
  - a. Questioning
  - b. Brainstorming
  - c. Problem census
  - d. Problem solving
  - e. Role playing
  - f. Other discussion techniques

- C. Pre-assessment of students
  - 1. Needs
  - 2. Purpose
  - 3. Level of education
- D. Involvement of students (encouraging class participation throughout)
- E. Use of available audio-visual material
- F. Utilization of resource personnel
- G. Field trips and social gatherings
- H. Familiarization with the level of the curriculum to be taught:
  - 1. Level I --- Basic
  - 2. Level II --- Intermediate
  - 3. Level III --- Advanced
- I. Programmed instructions when available
- J. Lesson planning

III. Materials and equipment

- A. Selection of material by subject area and level
- B. Development of material by subject and level
- C. Utilization of material and resource personnel
- D. Obtaining material and equipment from agencies other than those included in the ABE program

IV. Evaluation

- A. Pre-assessment of students
  - 1. Formal
  - 2. Informal

- B. Achievement test
  - 1. Placement
  - 2. Standardized
  - 3. Teacher made
- C. Development of teacher-made test
- D. Test results as a teaching aid
- E. Follow-up
- F. Counselling

## EVALUATION AND ADAPTATION

It is hoped that the information presented will be adaptable to local programs of Adult Basic Education based upon their specific and unique situations. It is also suggested that evaluations be made to determine the effectiveness of the in-service education program.

The following is a description of one example on how in-service presentation of a problem can be conducted:

I. PROBLEM----Teachers in the ABE program are unfamiliar with the overhead projector recently purchased for them.

II. PROCEDURES

A. Understanding the proper maintenance and operation of the overhead projector

1. Changing lamp
2. Protection (dust)
3. Never move overhead while it is in use
4. Cooling of machine after use
5. Electrical supply
6. Cleaning of machine
7. Focusing
8. Eliminating keystone effect (The keystone effect can be eliminated by having the lens and screen parallel)
9. Use of transparency film
10. Proper care of transparencies
11. Use of grease pencil and felt tip pen

B. Understanding methods and techniques of utilizing the overhead projector as an instructional aid.

1. Placement of overhead for the best visual effect
  - a. Where to place it in room according to size

- b. The effectiveness of the overhead in relation to the interest of the class
- c. Class size

2. The use of various shading and colors for better visual effect.

- a. Type of pencils or pens to use
- b. To enhance the effectiveness use different colors

3. Effective use of transparencies and overlays

- a. Teacher-made
- b. Commercial

### III. RESOURCES AND MATERIALS

- A. Specialist of audio-visual materials
- B. Overhead projector
- C. Screen
- D. Marking pencils and pens
- E. Transparency film
- F. Copy machine

### IV. ACTIVITIES

- A. Preassessment-----The specialist would ask each teacher how many would have access to an overhead projector, had seen one in use, and/or used one.
- B. The specialist would stress the importance of the overhead projector by discussion, demonstration, and teacher involvement.
  - 1. The specialist would ask each teacher,

"How do you feel the overhead projector would be advantageous to you in your level of teaching?"

2. The specialist would take a pre-selected article from a magazine, make a transparency on the copy machine, and relate how this material could be quickly made available for class instruction.
3. For teacher involvement the specialist would have each teacher select an article, picture, etc. from newspapers and magazines and make a transparency.

C. Have each teacher set up the overhead projector and briefly demonstrate his ability to operate it.

D. Have each teacher prepare on transparency a lesson plan presentation in his field of teaching.

E. Through role playing have the teacher actually use his lesson plan.

F. Have a question and answer session concerning the techniques used in the presentation.

G. Discussion concerning the general maintenance of the overhead projector.

A MODEL FOR AN IN-SERVICE ORIENTATION PROGRAM  
FOR ABE TEACHERS

OBJECTIVE: To provide an opportunity for new ABE Teachers to learn some of the characteristics of adult learners and what appeals to them.

LENGTH: Six hours

3 hours-- General session

3 hours - Class visitation

REFERENCES: Zahn, Jane C., "Differences Between Adults and Youth Affecting Learning", Adult Education Vol. 17, No. 2, Winter, 1967.

Proctor, James O., "Technique, Notes, Tips for Teachers", Delmar Publishing Co., Albany, N.Y., 1963.

Introductory Motivation: Role playing of some individual characteristics of the adult student.

Definition of Terms:

A. Buzz Groups: These are usually small, informal groups of achieving or causing individual participation.

B. Role Playing: The on the spot "acting out" of a situation, problem or incident. It is used to focus group discussion around some concrete experience.

C. Brainstorming: In actual use is like a game-----groups of four to nine people are given a particular problem or question and in five or ten minutes they are asked to come up with as many ideas or suggestions as possible to solve the problem or answer the question.

## A. LECTURE

1. Characteristics of Adult learner
  - a. Learns quickly based on past experiences
    1. Handling money
    2. Buying of groceries
    3. Exposure to some types of measuring devices
    4. Experiences with certain illnesses
    5. Working under pressure
    6. The actual need for basic education
  - b. Learns better if health is good. Some examples of health factors which affect learning are:
    1. Defective hearing and eye sight
    2. Mental illnesses
    3. Diet deficiencies
    4. Physical handicaps, etc.
  - c. Seeks recognition
    1. Social
    2. Rewards for jobs well done
    3. Participation in civic affairs

- d. Problems and Individual personalities
  - 1. Rebellious
  - 2. Timid and withdrawn
  - 3. Know it all
  - 4. Over volunteering
- e. Needs to see progress
  - 1. Impatient
  - 2. Needs to see the relationship to ultimate goals
  - 3. Day to day accomplishments

B. SMALL GROUP DISCUSSION  
DESIGNED TO ENVOLVE  
PARTICIPANTS IN PROBLEM

- 1. Role playing
  - a. Observation of the role of the problem adult
    - 1. Rebellious student
      - a. Successfully handled by teacher
      - b. Unsuccessfully handled by teacher
    - 2. Timid and withdrawn student--group discussion and suggested solutions

2. Buzz groups--attack the problem of a "know it all" student
3. Brainstorming
  - a. Ask the following creative questions:
    1. How best can we handle the problem of a student who monopolizes class-time? (Over-colunteering)
    2. In what way can we appeal to the emotions of the timid and withdrawn student?

## C. CLASS VISITATION:

1. The areas that the teacher-trainee should look for:
  - a. Teacher-student rapport
  - b. How teacher reassures the timid and withdrawn student
  - c. How teacher gives the rebellious or belligerent student a chance to feel that he is a contributing part of the class
  - d. How teacher contains the participation of the volunteering student

e. How teacher handles grouping within the class

f. How teacher secures the participation of entire class

D. EVALUATION SESSION

1. The staff and teacher-trainee meet to analyze classroom situations in terms of stated objective and the techniques used to achieve this objective

a. Questions to be asked

1. During class visitation, what techniques did you observe?

2. Were these techniques suitable for teaching adults?

3. Were you able to identify any of the 4 types of students previously discussed?

4. Were any new types identifiable?

5. What are your recommendations for the improvement of the teaching of adults in

classroom situations?

E. DISMISSAL

NOTE: The reader is reminded that this is only one small area of the In-service program and designed to relate only to the orientation of new ABE teachers concerning the characteristics of the adult learner.

## INTRODUCTION

The evaluations are an important part of the guide. They are intended as methods by which teachers can gain ideas for measuring the learning which should be taking place. Whenever possible, the teacher and student self-evaluation should be a part of each class session. Evaluation gives both teacher and students the opportunities to review and to note areas where more work should be done.

The purpose of this suggested evaluation guide is to help the teacher measure the student's progress and to help him plan for other activities as he sees the need. The teacher of ABE classes should feel free to use varied means of evaluation. Because every class is different, the teacher should use his ingenuity to develop his own way of measuring.

The items in the tentative enclosed sample guide are divided into four sections: objectives, measurement, procedures and checklist.

Objectives: The objectives were selected at random from each subject area for evaluation at different levels.

Measurement: The measurement is the development of means used to give evidence of student progress.

Procedure: Procedures are the methods and techniques to be used to obtain the desired performance to give us evidence of the student progress.

Evaluation Checklist: An evaluation checklist provides the teacher with a form on which to keep a current class record by checking to see that the objectives have been reached.

Summary: It is expected that the teacher will develop further evaluation criteria. We hope that this guide will be of assistance.

## EVALUATION

SUBJECT AREA Communications

OBJECTIVES	MEASUREMENT Devices or Indicator	PROCEDURES
1.A. To help the student develop the listening skills in the English language.		
Level I - The student will be able to follow simple directions.	Level I - Sets of teacher's devised directions.	Level I - The teacher will give oral directions. (i.e. "Write your name in the upper right hand corner.")
Level II - The student will be writing sentences dictated by the teacher.	Level II - Teacher-devised sentences	Level II - The teacher will dictate a sentence and the student will write it.
Level III - The student will be able to listen to oral directions and reproduce them in writing.	Level III - Teacher-devised oral directions.	Level III - The teacher will give a set of oral directions and the student will write them.

## Check List Question:

Has the student developed listening skills in the English language?

OBJECTIVES	MEASUREMENT Device or Indicator	PROCEDURES
I.B. To develop skills in pronunciation, enunciation, and articulation so that the student will be able to speak and understand English with ease.	<u>Level I:</u> The student will learn phonics. <u>Level I:</u> Teacher-devised and commercial records and tapes Charts Informal Conversations	<u>Level I:</u> The teacher will require the student to name objects and to engage in informal dialog.
<u>Level II:</u> The student will be able to pronounce correctly a list of words containing particularly the difficult sounds in English	<u>Level II:</u> Tape recorder	<u>Level II:</u> The teacher will have each student speak into a tape recorder and replay it to the student.
<u>Level III:</u> The student will be able to pronounce, enunciate, and articulate English words effectively.	<u>Level III:</u> Poetry or other suitable written material.	<u>Level III:</u> Teacher will have students read portions of written material orally.

## Check List Question:

Can student pronounce, enunciate, and articulate English with ease?

OBJECTIVES	MEASUREMENT Device Or Indicator	PROCEDURES
I.C. The student acquires a vocabulary which satisfactorily meets his needs.		
<u>Level I:</u> The student will be able to recognize basic vocabulary size the words on a common basic 400 word vocabulary list both separately and in context.	<u>Level I:</u> A 400-word list Teacher-devised measures: Experience charts Flash cards Sentences containing the words.	<u>Level I:</u> The teacher presents the words on flash cards, word lists, etc.
<u>Level II:</u> The student will be able to use newspapers, magazines, etc. to meet his needs.	<u>Level II:</u> Newspapers Magazines	<u>Level II:</u> The teacher will have the student bring to class a newspaper item and read it to the class.
<u>Level III:</u> The student will be able to read an article and give a synopsis of it.	<u>Level III:</u> Synopsis	<u>Level III:</u> The teacher will have the student read an article and prepare a synopsis.

Check List Question:

Does the student read will enough to utilize those opportunities which will serve his needs?

OBJECTIVES	MEASUREMENT Device or Indicator	PROCEDURES
I.D. To develop and improve the writing skills.		
<u>Level I:</u> Student will be able to write the alphabet in manuscript and cursive script.	<u>Level I:</u> Charts and sample forms of manuscript and cursive letters, both upper and lower case,	<u>Level I:</u> The teacher will set up standards for the formation of manuscript and cursive letters.
<u>Level II:</u> The student will be able to write a sample paragraph.	<u>Level II:</u> Paragraph written by the student.	<u>Level II:</u> The teacher will require the student to write a paragraph on a suggested topic. (i.e., personal experience, current events, etc.)
<u>Level III:</u> Student will be able to write a report or essay.	<u>Level III:</u> The report or essay written by the student.	<u>Level III:</u> The teacher will require the student to write a report or an essay.

Check List Question:  
Did the student develop or improve his writing skills?

SUBJECT AREA Mathematics

## OBJECTIVES

## MEASUREMENT

## PROCEDURES

Place Value 1: The student will be able to understand the value of each digit of a number,

(BASIC LEVEL ONLY)

Teacher-devised place value chart.  
Abacus

Teacher will require students to identify digits according to place value.

Check List Question: Does the student understand place value?

Level II. Multiplication

To determine which operation to use in solving practical story problems.

Teacher-devised problems

The teacher will require the students to solve practical story problems by the use of the four basic operations of mathematics.

Check List Question: Were the students able to solve the problem with the proper equation?

OBJECTIVES	MEASUREMENT	PROCEDURES
<u>Level III: Addition and Subtraction of Fractions</u>		
To provide number operations that will help the student enrich his daily living.	Student-devised practical problems they have encountered.	The teacher will allow the students to present personal problems to be solved by the class.
Check List Question: Were the students able to solve their personal mathematical problems?		

**SUBJECT AREA**  
**CITIAENSHIP AND SOCIAL SKILLS**

OBJECTIVES	MEASUREMENT	PROCEDURES
Device or Indicator		
III. To provide the opportunity for the student to become aware of how the government works.		
<u>Level I:</u> The student will learn the organization of the local city government.	<u>Level I:</u> List of offices of local city government.	<u>Level I:</u> The teacher will have the student name the offices making up the local city government.
<u>Level II:</u> The student will be able to outline the duties of the major local, state, and Federal officers.	<u>Level II:</u> Outlining of duties of local, state, and Federal offices.	<u>Level II:</u> The teacher will require the students to outline the duties of major local, state, and Federal officers.
<u>Level III:</u> The student will know the procedure by which a bill becomes a law in the Federal legislature.	<u>Level III:</u> A mock session of the legislature.	<u>Level III:</u> The teacher will set up a situation in which students can take part in a mock session of the legislature.

**Check List Question:**

Did the student become aware of how government works?

OBJECTIVES	MEASUREMENTS Device or Indicator	PROCEDURES
IV. To provide the student with information regarding social agencies, their uses and services rendered.	Teacher-devised check-list showing agencies available in local area and their services.  Oral question-and-answer session.	The teacher will pose a series of hypothetical problems and ask students what agency would be involved in solving them.
Check List Question: Did student learn about social agencies and their services?		

**SUBJECT AREA**  
**Science and Health**

OBJECTIVES	MEASUREMENTS	PROCEDURES
1. The student learns his structural and physical make-up in order to maintain good body developments		
<u>Level I:</u> The student should know the proper English words for the basic body organs and functions, such as eat, breath, digest, skin, stomach, etc.	<u>Level I:</u> A picture with arrows indicating parts of the body.	<u>Level I:</u> The teacher will point to a part of the body on the picture and the student will name it orally, in English.
<u>Level II:</u> The student will be able to name and identify major body systems.	<u>Level II:</u> A picture or a model of the human body.	<u>Level II:</u> The teacher will prepare a test which will require the individual student to name in English the major body systems.
<u>Level III:</u> The student will know the functions of the major body systems.	<u>Level III:</u> A chart or model of the human body.	<u>Level III:</u> The teacher will set up an activity to measure the students progress in understanding body functions. (i.e., trace the digestion of an apple.)

Check List Question:  
 Did the students learn the structure and function of the body?

OBJECTIVES	MEASUREMENTS Device or Indicator	PROCEDURES
2. The student understands the interaction between plant and animal life.		
<u>Level I:</u> The student will learn and identify the names of 10 common plants and 10 common animals.	<u>Level I:</u> Actual specimens, film-strips, slides, overhead transparencies.	<u>Level I:</u> The teacher will devise a questionnaire in which the student will give his answers orally or in writing. He may use transparencies or pictures to measure student progress.
<u>Level II:</u> The student will know various steps in the life cycle of the various plants and animals.	<u>Level II:</u> Unlabeled diagram, felt board to manipulate parts of cycle, charts.	<u>Level II:</u> The teacher has the students list and explain the parts of the cycle, label a diagram, write a discussion paragraph.
<u>Level III:</u> The student will know the functions and uses of animals and plants in different stages of the life cycle.	<u>Level III:</u> Research Project, Class report.	<u>Level III:</u> The teacher will require the student to research one or more phases of the life cycle.

## Check List Question:

Does the student understand the interaction between plant and animal life?

OBJECTIVES	MEASUREMENT Device or Indicator	PROCEDURES
8. The student is able to learn the requirements of the basic four foods groups so as to maintain good nutrition.		
<u>Level I:</u> The student will know of the foods in each of the four basic groups and know their names in English	<u>Level I:</u> Grocery ads in the newspapers pictures of food items	<u>Level I:</u> The teacher will ask the student to pick out of the grocery ads a food from each of the groups.
<u>Level II:</u> The student will plan economical and balanced meals.	<u>Level II:</u> Menu form Shopping list	<u>Level II:</u> The teacher will have the students plan balanced meals, with substitutes in each of the food groups.
<u>Level III:</u> The students will be able to list the six nutrients and know their importance.	<u>Level III:</u> Wall chart of food items Posters.	<u>Level III:</u> The teacher will have the students make posters showing the foods containing the various nutrients.

**Check List Question:**

Has the student learned the basic four food groups and can he apply this knowledge?

**SUBJECT AREA**  
**Occupational and Educational Opportunities**

OBJECTIVES	MEASUREMENT	PROCEDURES
6. To provide practice in filling out applications for employment and other forms.	Application forms from appropriate agencies.	Teacher will require student to fill out a form correctly.
(ALL LEVELS)		
Check List Question: Did student fill in an application form correctly?		
10. To prepare the student for the G.E.D. test.	G.E.D. test	The teacher will make an appointment with a state-approved examiner to administer the G.E.D. test.
(LEVEL III ONLY)		
Check List Question: How many students passed the G.E.D. Test?		

## EVALUATION CHECKLIST

QUESTION	LEVEL	NO. IN CLASS	NO. ACH. OBJ.	NO. NOT ACH. OBJ.
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COMMUNICATION

- I. A. Has the student developed listening skills in the English Language?
- B. Can student pronounce, enunciate and articulate English with ease?
- C. Does the student read well enough to utilize those opportunities which will serve his needs?
- D. Did the student develop or improve his writing skills?

MATHEMATICS

Place Value I. - Does the student understand place value?

Level II. Multiplication - Were the students able to solve the problems with the proper operations?

Level III. Addition and Subtraction of fractions - Were the students able to solve their personal mathematical problems?

SCIENCE AND HEALTH

1. Did the students learn the structure and function of the body?
2. Does the student understand the interaction between plant and animal life?
3. Has the student learned the basic four food groups and can he apply this knowledge?

## EVALUATION CHECKLIST

QUESTION	LEVEL	NO IN CLASS	NO. ACH. OBJ.	NO NOT ACH. OBJ
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CITIZENSHIP AND SOCIAL SKILLS

- III. Did the student become aware of how government works?
- IV. Did the student learn about social agencies and their services.

OCCUPATIONAL AND EDUCATIONAL OPPORTUNITIES

- 6. Did the student fill in an application form correctly
- 10. How many students passed the G. E. D. test?

We suggest to the TEA:

1. That the Agency examine the problem of providing more and better administration, supervision, and in-service training at the local level.
2. Regional teacher-training workshops, specifically including an opportunity to examine all available materials, by levels.
3. Standards of achievement should be set up by the agency for each subject area on a percentage basis -- probably 70% of students completing 70% of work, unless otherwise stated.
4. An instrument should be developed for follow-ups, particularly on G.E.D. Students.
5. Ask the University about the possibility of giving College credit for workshops of less than three weeks.
6. One person in the TEA should be designated to receive feedback on our production, to consolidate it, and to send it back to us for consideration.
7. TEA should set up suggested forms for keeping account of enrollment and attendance.
8. That the Agency produce a form for a student permanent record card (not compulsory, but as a help to local administrations.)

